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ABSTRACT

In the spring of 1971, students at Northern Michigan University (NMU) were asked to complete the Institutional Self-Study Service (ISS), an instrument that has as its purpose to direct attention to the characteristics, qualities, and educational needs of students. The general objectives of the study at NMU were: (1) to provide students an opportunity to evaluate aspects of the NMU campus community; (2) to obtain selected descriptive information on students' background and college plans; and (3) to explore students' out-of-class achievement and development. Responses to items on the instrument are reported by class level, college residence, home location, and grade point average. Comparisons with similar national surveys are made. (HS)

ED 072753

NMU

AMERICAN COLLEGE TESTING PROGRAM
INSTITUTIONAL SELF-STUDY SURVEY

by

Sandra H. Hampton

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OFFICE OF INSTITUTIONAL RESEARCH
Northern Michigan University

December, 1972

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The Institutional Self-Study Service (ISS) was developed by the American College Testing Program (ACT) to help with institutional evaluation. The principal purpose of the ISS is to direct attention to the characteristics, qualities, and educational needs of students. The ISS Survey instrument investigates the nature of a college in terms of the opinions of its students. Responses to the questionnaire are used to appraise college student development and to enable an institution to add student evaluation to the overall institutional assessment.

During the Spring Semester, 1971, the Office of Institutional Research at Northern Michigan University in cooperation with representatives from several other university offices and the Governing Board of ASNMU participated in the ACT institutional Self-Study.[1]

The general objectives of the study at Northern Michigan University were stated as follows:

1. Provide students an opportunity to evaluate aspects of the NMU campus community.

2. Obtain selected descriptive information on students' background and college plans.

3. Explore students' out-of-class achievement and development.

---

[1] Dr. Kalmer Stordahl was responsible for the study design at NMU and provided direction for the project. Considerable assistance in the preparation of materials and administration of the survey was given by Mr. Leslie Ruohomaki (Counseling Center), Mr. Clarence Wasson (Office of Admissions), and Mr. William Clancy (ASNMU).

Method

Instrument

The Institutional Self-Study Survey, College Student Form, is a straightforward self-report instrument designed to be completed in 30 to 50 minutes. Since no subtle scales are involved students can see the relevancy of the instrument to the purposes stated on the title page: ". . . to investigate the nature of your college in terms of the opinions of its students . . . to identify important features of the student body." The ISS questionnaire is divided into the following sections:

1. background, goals, and aspirations
2. evaluation of college policies, practices, and facilities
3. evaluation of college personnel services
4. progress toward various outcomes of a college education
5. evaluation of college instructors
6. out-of-class intellectual activities while at college
7. out-of-class nonacademic accomplishments

and requests the student to respond to 223 standard items concerning the above seven areas. In addition NMU asked the students to respond to 24 locally developed items.

Selection of the Sample

A 15% sample was drawn from a population of 5,862 freshman through senior students enrolled for twelve or more semester hours on the Marquette campus during Spring, 1971. These students were asked to respond to the ISS. After the questionnaires were returned, the sample was balanced by sex and class. The balancing was done by randomly selecting and omitting from scoring a sufficient number of cases to give an equal percentage in each sample category. This procedure

yielded a sample of approximately 10% of the NMU student population distributed as follows:

Class	Men	Women
Seniors/Juniors	176	104
Sophomores	75	58
Freshmen	107	101

A national normative study was performed in 1968 so that users of the ISS Survey could compare their institutional results with those obtained from other institutions. According to the types of institutions in the normative study, NMU is similar to the public colleges or universities group. This group included public four-year colleges or universities with a total enrollment between 5,000 and 14,999. Most of the institutions in this group were former teacher colleges. The national sample consisted of seven institutions of the 64 included in this category. The students in the sample were distributed as follows:

Class	Men	Women
Seniors	2977	2662
Sophomores	2323	2135

Procedure

During March, 1971, the initial preparations of developing the local items, selecting the sample, ordering materials, and arranging for administration both in the residence halls and off campus were started. In mid April, 1971, advance letters

were sent to each person in the sample explaining the purpose of the survey and enlisting his cooperation. Shortly thereafter the questionnaires with a cover letter of instructions were distributed to the students in the residence halls by the RA's and to the students off campus through the U. S. postal service. Students were asked to complete and return the questionnaires as soon as possible. Residence hall students who did not comply were approached individually by the RA's requesting their cooperation. Off-campus nonrespondents were sent a follow up letter. The data collection was completed by the end of May, 1971. The answer sheets were then sent to ACT for processing.

Data Analysis

ACT provided an analysis of responses for the following NMU groups giving statistics for men (M), women (W), and the total group:

A. Basic Analysis by Class (Class)

1. Seniors/Juniors (S/J)
2. Sophomores (So)
3. Freshmen (Fr)

B. College Residence

1. College residence hall (Res H)
2. Off-campus apartment or room (Apt/R)
3. At home with parents (Parent)

C. Home Location

1. Upper Peninsula (UP)
2. Lower Peninsula (LP)
3. Out of State (Other)

D. NMU Cumulative Grade Point Average (GPA)

1. GPA greater than 2.89 (>2.89)
2. GPA 2.00-2.89 (2.00-2.89)
3. GPA less than 2.00 (<2.00)

Results

The results are reported in the following sections:

1. Student Goals and Aspirations
2. Student Development
3. Student Evaluations of Their Collegiate Experience
4. Locally Developed Items

and summarize students' feelings about various aspects of the college and the effectiveness of its programs.

The following is the distribution of the various groupings of the NMU student sample:

Group	Men	Women
Class		
S/J	176	104
So	75	58
Fr	107	101
College Residence		
Res H	169	145
Apt/R	49	19
Parents	50	37
Home Location		
UP	184	158
LP	151	82
Other	22	23
GPA		
> 2.89	50	90
2.00-2.89	214	118
< 2.00	88	53

Students were placed in the groupings by means of self-reported information on the questionnaire. The ISS limited the number of categories within each group to the study of three subgroups. Therefore, within the class group the NMU results are presented for a combined senior/junior subgroup rather than for seniors only

as in the national sample. It was decided that NMU juniors and seniors would probably be quite similar, and thus could be combined for the purposes of the statistical analyses. This may have a tendency to influence the comparability of the local and national data.

The number of students in certain figures will not always equal the totals given in the distribution, because some students did not complete all the items in the questionnaire. The statistics, however, are based on the number of students who responded to each item rather than the total number of students completing the questionnaire. When the number varies considerably from the distribution of the NMU student sample mention is made of this in the text of the report.

The expository material discussing the ISS primarily concerns the basic analysis by class. The figures present the local results which are compared with national norms for this analysis. The remaining analyses for the local data including college residence, home location, and GPA are presented in tabular form at the end of each section with some of the highlights indicated in the text.

In interpreting and comparing the data in terms of percentages and means, it is important to refer to the distribution of the NMU student sample. The numbers in the subgroup classifications vary considerably; e.g., there are 19 women in the apartment/room subgroup while there are 214 men in the 2.00-2.89 GPA subgroup. It is also important to note that the subgroup classifications are not independent. For example, the lower peninsula tends to be overrepresented in the residence halls because many upper peninsula students are commuters. Therefore, residence hall living and home location are undoubtedly correlated. Similarly, living in an off-campus apartment or room is related to class, as upperclassmen are more likely to get permission to live off campus.

Student Goals and Aspirations

The section on student goals and aspirations describes the distribution of educational majors, vocational choices, vocational role preferences, degree aspirations, and the degree of importance attached to four types of college goals. The figures and corresponding tables in this section should be of assistance in determining the nature of student orientation to the college. Knowing the orientation of various groups of students on campus and knowing how the groups differ from each other in these respects can aid in dealing with, and meeting the needs of, each group. The data on goals and aspirations may also be helpful in the interpretation of other sections of the report.

Figure 1.1: Distribution of educational majors and Figure 1.2: Distribution of vocational choices. Each student was asked to identify his academic major and his planned vocation from a given listing which included the following major categories:

Education (Ed)
Social Science and Religious (Soc)
Business, Political, and Persuasive (Bus)
Scientific (Sci)
Agriculture and Forestry (Ag)
Health (Health)
Arts and Humanities (Arts)
Engineering (Engr)
Trade, Industrial, and Technical (Trades)
Not Listed (N. L.)
Undecided (Und)

The responses were tabulated and are presented in Figures 1.1 and 1.2 in terms of the percentage of students indicating a preference for each field.

The distribution of the sample of NMU students according to educational major reflects the distribution of NMU students by educational major stated in the

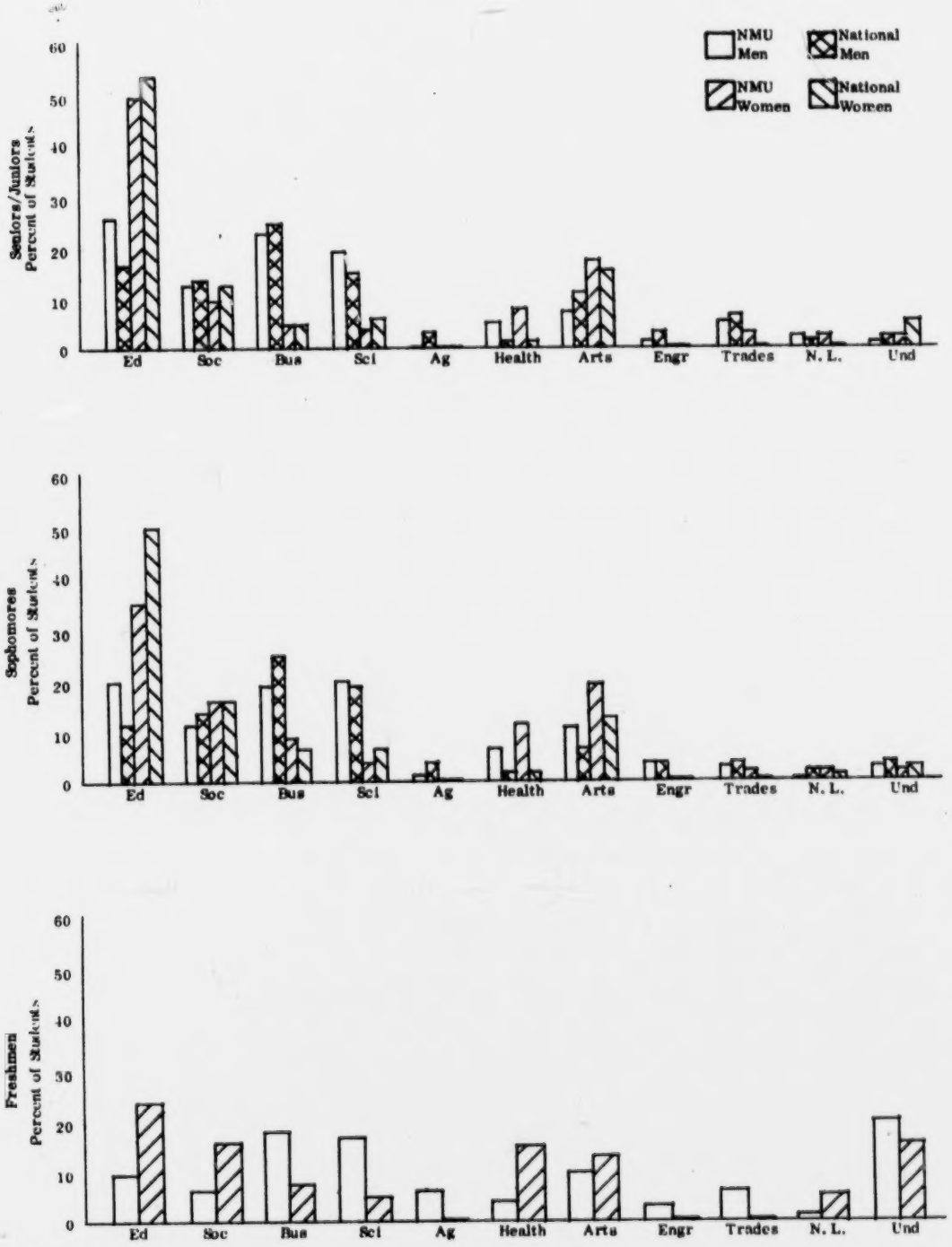

Fig. 1.1. Distribution of educational majors: Percent of NMU and national norm group men and women by class level.

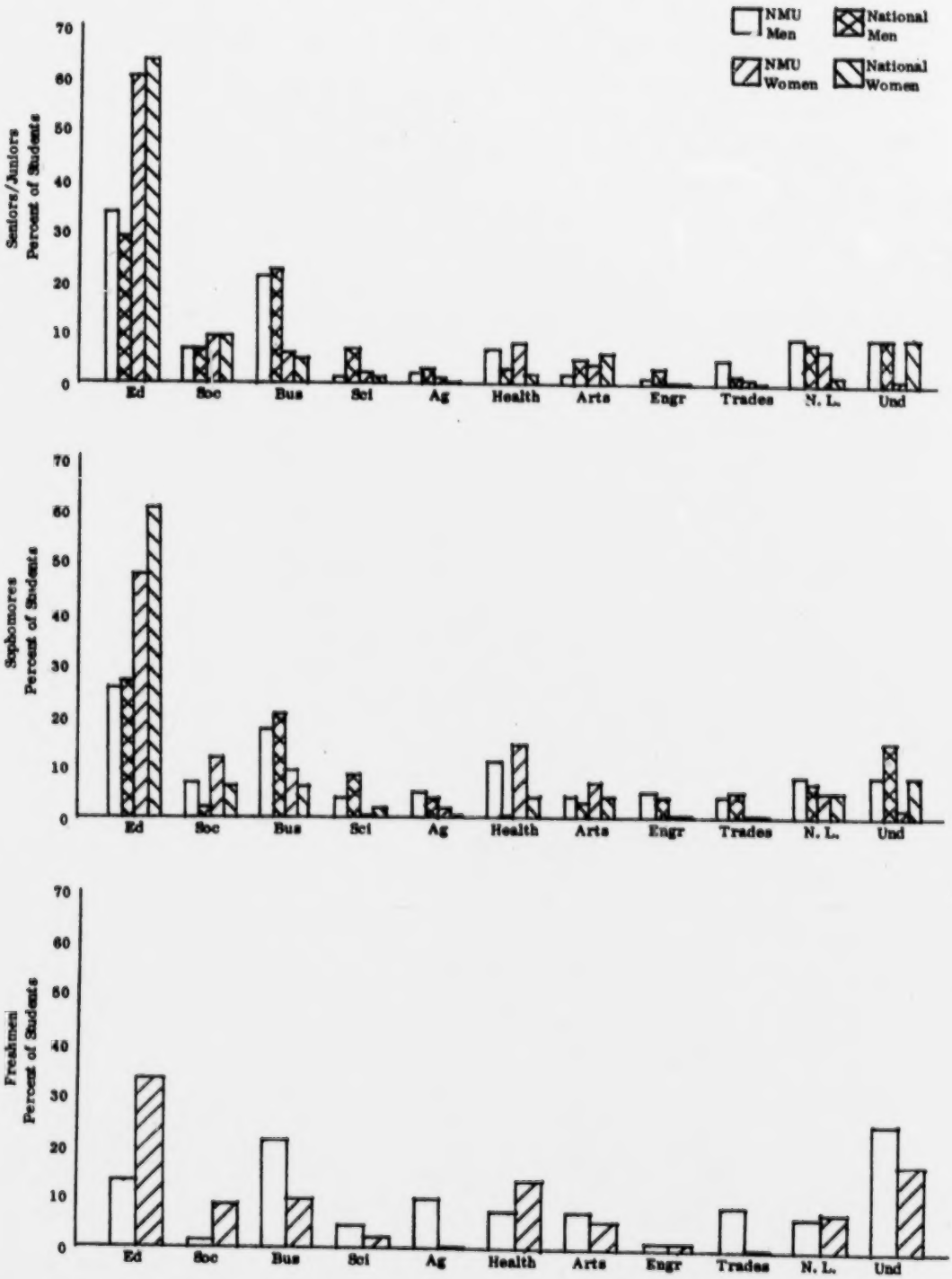

Fig. 1.2. Distribution of vocational choices: Percent of NMU and national norm group men and women by class level.

Spring, 1971, Enrollment and Admissions Report. The percentages of students within each academic major are quite similar. The data in the Enrollment and Admissions Report, however, indicates a higher percentage of students in the undecided category.

Generally Northern Michigan University students are distributed across educational majors in a pattern similar to those in the national sample. The predominant majors for men are education, business-political-persuasive, and scientific while for women they are education, arts-humanities, and social science-religious. Even though there is a greater proportion of women than men at NMU stating education as their major, men rank higher than their norm group than women do to their corresponding norm. At the sophomore level NMU women rank lower than the normative sample. NMU students rank health as a major proportionately higher than the national norms. This is also the case for the arts-humanities' major at the sophomore level. Northern freshmen indicate no predominant majors; however, they do select the undecided category more often than do the seniors/juniors or sophomores.

The groupings of the data by college residence and home location yield similar results to the above. According to GPA, men and women with a GPA below 2.00 tend to be more evenly divided among academic majors than do those with a higher GPA. Education is the predominant choice for women with a GPA above 2.00 while for men the academic majors are education, business-political-persuasive and scientific. (See Table 1.1, page 23.)

Vocational goals of Northern Michigan University students seem to be in line with the normative sample. Education is the predominant choice for both men and

women with business-political-persuasive second in line. At the sophomore level both social science-religious and health indicate some strength. The scientific category for sophomore men is below the national norm. NMU women appear less likely than the normative group to be undecided about vocational choice. Freshmen show similar trends in vocational choice; however, they are more scattered and a greater number are undecided about their major.

Residence hall students, as well as students from Michigan, indicate almost all vocational choices to some extent. The other subgroups in college residence and home location do not select all of the choices, thus resulting in a larger percentage of students divided among fewer areas. The distribution of students with a GPA above 2.89 and those between 2.00 and 2.89 are very similar. As was the case with academic major, students below 2.00 GPA tend to be more evenly distributed among the vocational choices. (See Table 1.2, page 23.)

In comparing vocational choice with educational major we note that more students indicate education as a vocational choice than as a major. In contrast more indicate the scientific, arts-humanities, and social science-religious categories as their educational major than as their vocational choice. Students seem to look at their field of study as their major even though education is their vocational choice. More students indicate their vocational choice as not listed than they do for educational major.

Information from this part can be helpful in making a number of contributions to the evaluation of the institution:

1. Knowing the percentage of a group of students who major in a specific area may be useful in establishing educational priorities.

2. Noting whether disproportionate numbers of students are majoring in certain areas and whether the proportions correspond to departmental values and institutional intentions.

3. Data on educational majors at various levels can provide a useful way of anticipating curricular demands.

4. Data on vocational choices may show that students have indicated occupational choices for an area in which the college offers only secondarily related courses; thus suggesting that the college consider offering some new majors.

5. Detecting unusual patterns between educational majors and vocational choices in comparison with national norms.

Figure 1.3: Vocational role preferences. Students were asked to select the main role they expect to play in their future vocation from a listing of eight alternatives:

1. Researcher or investigator (Res)
2. Teacher or therapist (Tchr)
3. Administrator or supervisor (Ad)
4. Promotor or salesman of services or products (Sales)
5. Practitioner, performer, or producer of services or products (Pract)
6. None of the above (None)
7. Two or more roles (2+)
8. Don't know or undecided (Und)

The responses were tabulated and are presented in Figure 1.3 in terms of the percentage of students indicating a preference for the vocational role.

When considering the roles they will play in their vocations, NMU students appear to be in line with the normative sample. Teacher-therapist is definitely the predominant role for women and is also the highest for men although to a lesser degree. Seniors/juniors tend to view themselves more in the practitioner-performer- or producer of services or products role than do sophomores. Freshmen are considerably more undecided about vocational role with approximately one-fourth of them indicating this. Sophomores and senior/juniors choose researcher-investigator, teacher-therapist, and administrator - supervisor to a greater extent than the freshmen.

Vocational role preferences in terms of the other groupings indicates that men living at home with parents, as well as women with a GPA below 2.00, are somewhat more undecided about vocational role. Women living in residence halls, as well as women from the lower peninsula and those with a GPA below 2.00, don't seem to view themselves as teachers to the same extent as women in the other subgroups. (See Table 1.3, page 24.)

Knowledge about vocational role choices may aid faculty members in preparing their courses. More illustrative examples that are germane to vocational role preferences might be used.

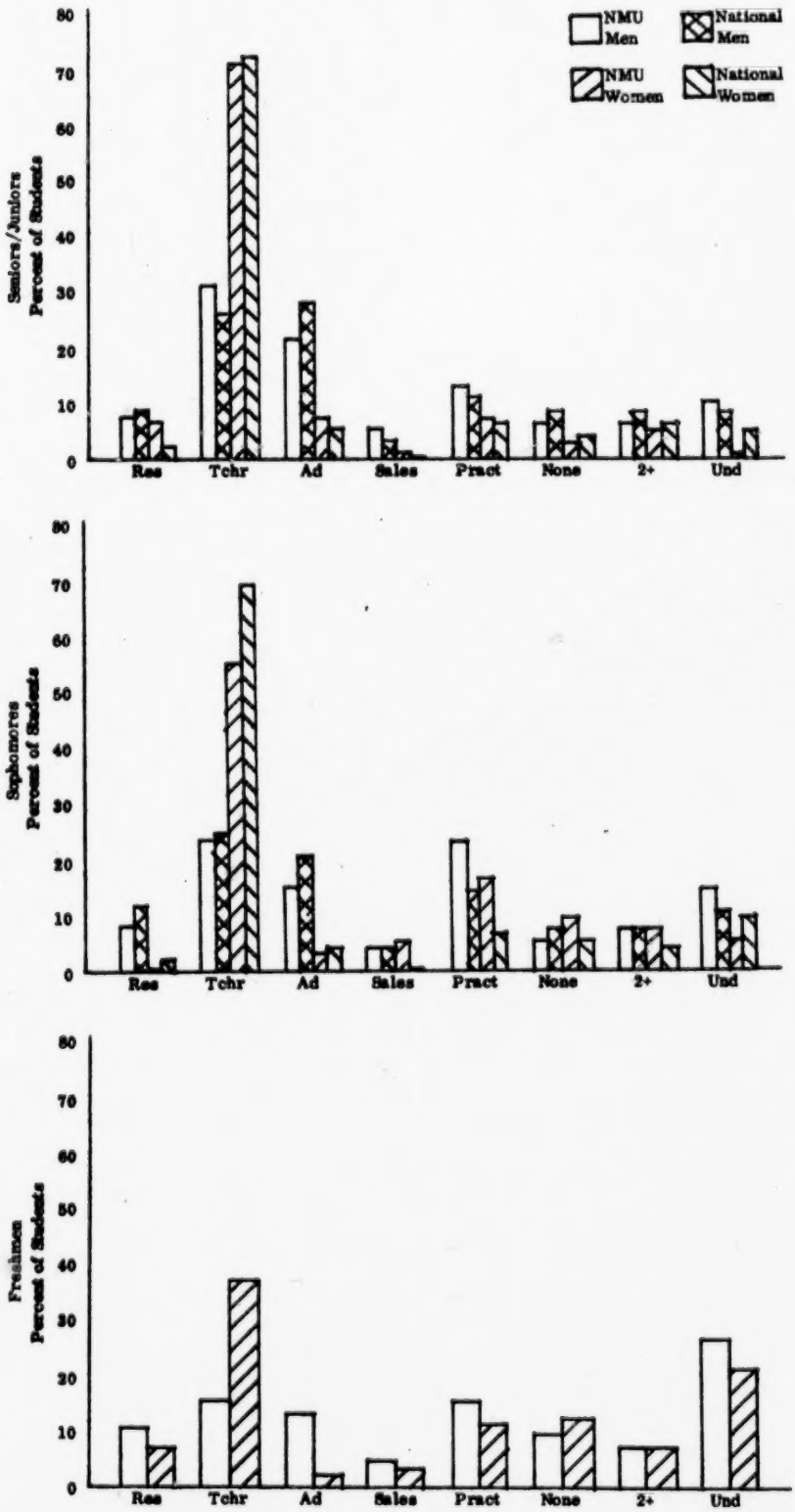

Fig. 1.3. Vocational role preferences: Percent of NMU and national norm group men and women by class level.

Figure 1.4: Educational aspirations. Students were asked: What is the highest level of education you expect to complete?

1. Junior college degree (JrC)
2. Bachelor's degree or equivalent (Bach)
3. One or two years of graduate or professional study (MA)
4. Doctor of Philosophy or Education (PhD)
5. Doctor of Medicine
6. Doctor of Dental Surgery] (Med)
7. Law degree (Law)
8. Theology degree (BD)
9. Other (Other)

The responses were tabulated and are presented in Figure 1.4 in terms of the percentage of students indicating the highest level of education they expect to complete.

There are some differences between Northern and the national norms when considering educational aspirations. A greater number of NMU seniors/juniors anticipate terminating at the bachelor's degree level than the normative group. Although a substantial proportion aspire to one or two years of graduate or professional study, the NMU group is lower than the national norms. NMU senior/junior men rank the terminal degree considerably below the normative sample. The upperclassmen decidedly shift their aspirations from the bachelor's degree or equivalent to the MA in contrast to the freshmen at NMU. The shift may represent an actual change in aspirations or it may be related to attrition; i.e., freshmen with low aspirations may drop out before they become upperclassmen.

The subgroups which aspire to one or two years of graduate or professional study seem to be students living off campus, students from the upper peninsula, and students with a GPA above 2.00. (See Table 1.4, page 24.)

Planning for curriculum development should be related to students' future expectations. For example, one college may have a majority of students who plan to

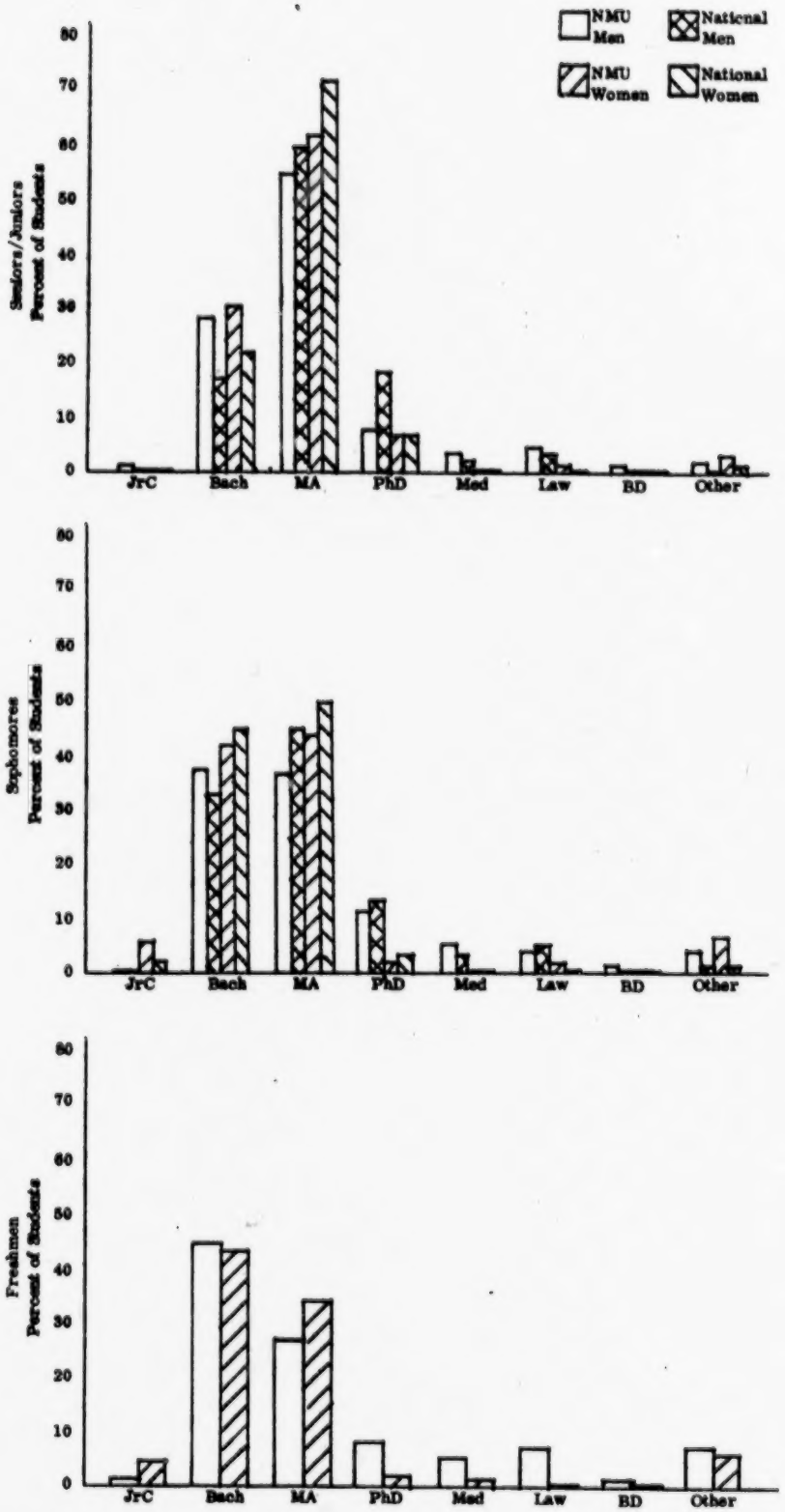

Fig. 1.4. Educational aspirations: Percent of NMU and national norm group men and women by class level.

terminate their education with the completion of a bachelor's degree. Another may find that a majority of students plan to enter graduate school after finishing a baccalaureate. The requirements for faculty, library and other facilities may be different for these two colleges.

Information from this item can be helpful in terms of making inferences about the general level of academic motivation. For example, how do the educational aspirations of the student groupings compare? From what is known about the abilities of the student body on this campus, are these plans realistic? Does this information have implications for the grades being awarded to the students on this campus?

Figure 1.5-1.8: Importance of college goals. Students were asked to indicate the degree of importance--(1) essential; (2) very important; (3) desirable; (4) not important--that they attached to each of twelve college goals:

The following goals are classified as Academic (Acad):

29. To improve my ability to think and reason.
30. To broaden my intellectual interests and my understanding of the world.
31. To increase my appreciation of art, music, literature, and other cultural expressions.

The following goals are classified as Vocational (Voc):

32. To discover my vocational interests.
33. To attain specific skills that will be useful on a job.
34. To meet the academic requirements necessary to enter a profession.

The following goals are classified as Social or collegiate (Soc):

35. To increase my effectiveness in interpersonal relations.
36. To learn how to be an effective leader.
37. To become more capable and interesting socially.

The following goals are classified as Non-conventional or idealism (N.C.):

38. To learn how to deal with political or social injustice.
39. To develop more personal independence and self-reliance.
40. To find a cause or causes I can really believe in.

The twelve college goals for achievement were grouped for analysis into four categories representing four college student subcultures. Each student's responses were weighted from zero to three (not important=0, desirable=1, very important=2, essential=3); thus each of the scales for the four goals can vary from zero to nine. The higher the score the greater the importance placed on goals of that type. The ratings are summarized in Figure 1.5-1.8 in terms of means.

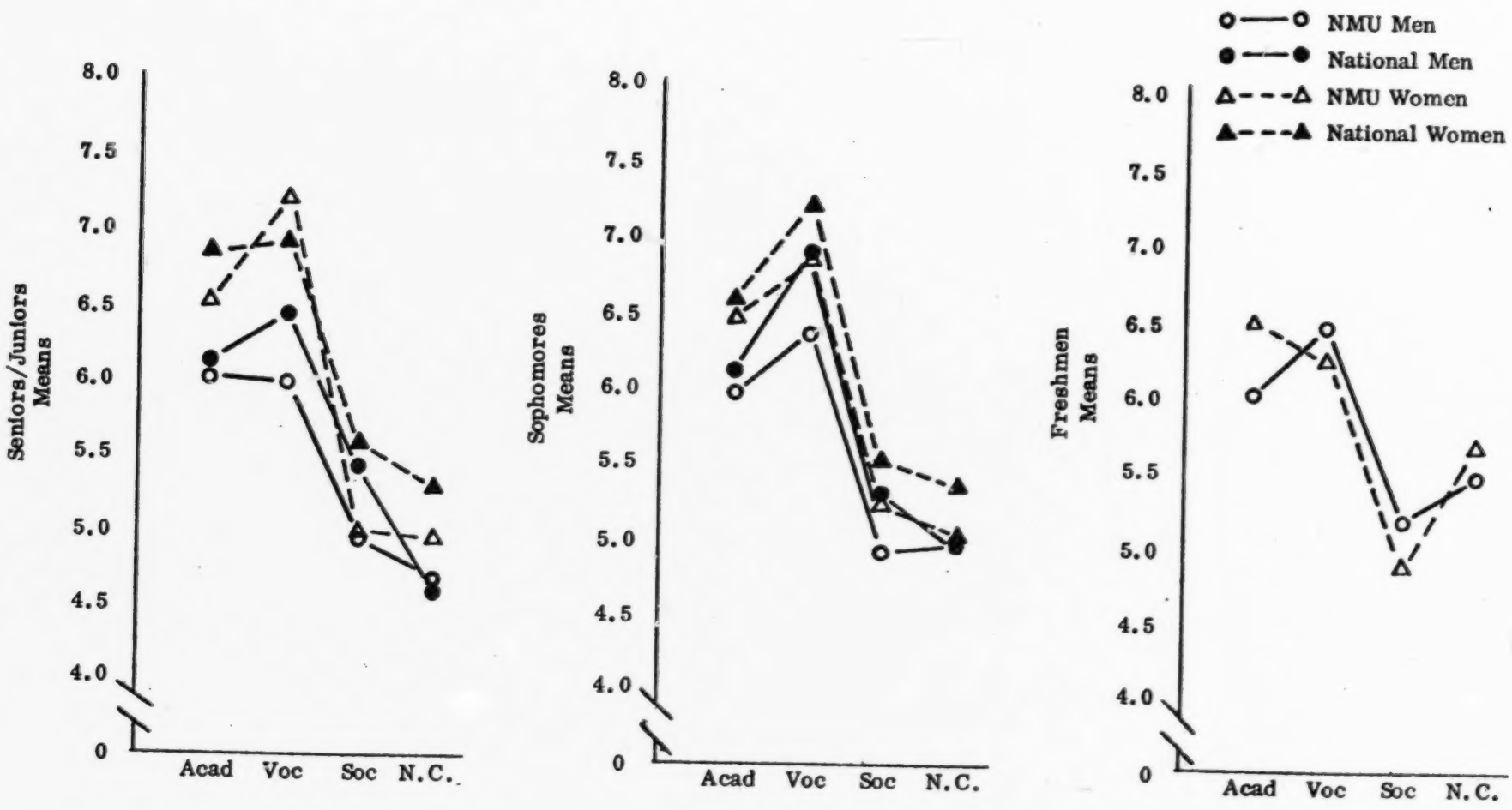

Fig. 1.5-1.8. Importance of college goals: The mean ratings for each of four possible goals for NMU and national norm group men and women by class level.

A brief discussion of the meaning of each of the four scales follows:

Academic--Students who rate these goals high can be expected to accept the broad goals of a liberal or general education. They will probably not complain about the lack of practicality of courses but will find intrinsic value in the pursuit of ideas, appreciations, and knowledge. In addition to responding favorably to theoretically or philosophically oriented courses, they tend to appreciate and to attend distinguished lecture programs and to support cultural events (artists series, exhibits, etc.).

Vocational--Students who see this type of objective as very important are likely to evaluate their college experience in terms of how well it seems to be preparing them for their vocational future. In most cases, they will respond most favorably to practical, applied approaches to academic work. They resist "broadening" courses, or requirements outside their major, unless they perceive some vocational relevance in these experiences. Similarly, they may be expected to perceive extracurricular opportunities from the point of view of, "Will the activity teach me a usable skill, provide some salable experience, or make some useful contacts?" Thus, out-of-class pursuits designed to develop skills or to provide useful experiences are probably popular with students scoring high on this scale.

Social--High scores suggest the importance of social opportunities in college. Sociability may be important for quite different reasons, however. For example, it is important for success in certain types of jobs (teaching, supervising, etc.). Sociability is also often important to highly ambitious students who hope to attain prominence in their chosen fields. And it may be important as a means of gaining the respect and affection of others, which frequently underlie feelings of self-confidence and psychological comfort. While such specific motives cannot be inferred from

these questions, it is likely that high-scoring students actively seek opportunities for interpersonal contact as an important aspect of their college attendance. They probably have considerable interest in social events, in social or community action programs which provide opportunities to express leadership, and in efforts designed to teach social graces.

Nonconventional--"Nonconventional" is an appropriate label to describe high scores, since "conventional" students would be unlikely to be concerned with changing the status quo, finding causes, or acting independently. But "idealism" may be just as satisfactory a label. The fact that scores on this scale correlate positively with scores on the social goals'scale, suggests, in general, that high scores also have high social motivations and concerns. Hence, these students can be expected to become involved in social-political-academic issues while at college, but their involvement will more likely occur through established channels than through more rebellious ones (protest, picketing, sit-ins, etc.). They will be more concerned with effecting change through action than will those students high only on social goals. Those high only on social goals will be more concerned about gaining experience to cultivate their social-interpersonal inclinations.

Generally NMU students tend to follow the normative pattern; however, the means for all but one scale are lower for both men and women. NMU women rank vocational goals higher than the norm and men rate non-conventional goals slightly higher than their normative peers. Both nationally and locally women have higher goals on these scales than do the men on the corresponding levels. However, this doesn't hold true for the freshmen at NMU. The freshmen means for men on the vocational and social goals' scales are slightly higher. Freshmen tend to be more idealistic, according to this data, than upperclassmen.

Considering the data in terms of the subgroupings students rate vocational goals the highest in importance with academic goals ranking slightly lower. Social and non-conventional goals are not considered as important by the students. (See Table 1.5-1.8, page 24.)

Since motivation is important in most activities, including many aspects of colleges, we should thoroughly examine the measures reported in this part. Which of the four categories of college goals gets the highest rating on the campus? Is this consistent with the views generally held by (1) administration, (2) faculty, (3) students themselves, and (4) counselors in feeder high schools? Are there differences among various student groups? Do these differences relate to their curriculum and kinds of instruction offered here? Does the college goals pattern, in comparison with the national norms, reflect the pattern of occupational majors, choices, roles, and the educational aspirations of the students?

Table 1.1
Distribution of Educational Majors
(Percentage of Students)

Educational Major	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.89		2.00-2.89		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Ed	18	36	27	42	16	43	22	40	16	27	27	45	18	42	22	40	17	19
Soc	12	13	10	5	6	3	10	9	12	21	14	18	10	8	12	16	10	17
Bus	20	7	25	0	18	11	19	8	21	5	27	5	24	3	22	8	14	12
Sci	19	3	4	5	28	11	22	7	16	0	14	0	28	9	17	3	20	0
Ag	4	0	0	0	2	0	2	0	2	0	0	0	0	0	1	0	3	0
Health	4	10	6	16	10	16	6	11	4	15	5	5	6	9	5	9	5	19
Arts	10	17	12	26	2	8	4	15	14	16	9	23	6	20	10	12	8	15
Engr	1	0	4	0	2	0	3	0	1	0	0	0	0	0	2	0	2	0
Trades	4	1	6	0	8	3	6	1	3	4	0	0	6	2	3	1	7	2
N. L.	2	2	0	5	0	0	1	4	1	2	0	0	0	2	1	3	1	4
Und	8	8	4	0	8	5	4	6	9	10	5	5	2	4	4	7	13	12

Table 1.2
Distribution of Vocational Choices
(Percentage of Students)

Vocational Choice	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.89		2.00-2.89		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Ed	26	43	23	63	27	49	31	50	19	35	27	73	30	60	28	47	20	25
Soc	5	11	11	5	2	8	6	8	3	14	9	5	6	10	4	10	6	8
Bus	19	8	23	0	19	11	21	9	20	5	27	9	26	7	22	7	15	12
Sci	2	2	2	0	2	0	2	3	3	0	0	0	2	3	3	1	2	0
Ag	5	1	2	0	6	3	5	1	5	1	0	0	0	1	3	0	10	2
Health	8	9	6	16	12	16	7	11	7	14	14	5	10	9	8	11	7	16
Arts	4	6	6	5	2	3	3	4	6	9	0	0	4	5	3	5	7	6
Engr	2	0	6	0	0	0	2	0	2	1	0	0	2	0	2	1	2	0
Trades	5	1	6	0	10	0	6	0	7	1	0	0	4	0	6	1	7	0
N. L.	10	7	2	11	4	3	6	7	9	8	14	5	4	2	8	8	9	12
Und	15	10	11	0	15	5	11	5	17	11	9	5	12	2	13	7	14	16

Table 1.3
Vocational Role Preferences
(Percentage of Students)

Vocational Role	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.89		2.00-2.89		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Res	7	6	6	0	6	3	9	3	7	9	9	0	6	3	8	5	11	6
Tchr	26	49	27	68	21	72	28	62	22	37	14	70	30	68	26	53	21	36
Ad	16	4	29	16	12	0	20	3	14	5	23	9	16	1	21	6	9	6
Sales	4	4	2	0	2	3	2	1	6	5	9	4	4	2	4	3	5	2
Pract	16	11	17	11	21	6	13	8	18	16	23	9	22	8	14	10	19	16
None	7	6	6	0	8	6	7	10	9	6	0	0	2	3	6	11	12	8
2+	8	8	4	0	6	6	5	6	8	7	5	4	4	11	7	4	6	2
Und	17	12	8	5	23	6	15	16	7	15	11	16	16	3	14	7	18	24

Table 1.4
Educational Aspirations
(Percentage of Students)

Educational Aspirations	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.89		2.00-2.89		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
JrC	1	3	2	0	0	5	1	3	0	2	0	0	2	1	0	3	1	4
Bach	36	42	24	26	36	27	35	33	34	45	32	39	22	28	32	39	50	49
MA	38	42	53	63	42	59	47	51	37	39	41	43	52	59	47	46	23	28
PhD	8	3	16	5	6	3	7	3	10	4	9	9	10	8	9	1	6	2
Med	6	0	0	0	4	0	2	0	7	1	5	0	2	0	3	1	5	0
Law	7	1	2	0	2	0	3	0	7	1	5	4	10	1	4	1	3	0
BD	1	0	0	0	4	0	1	0	1	0	0	0	0	0	0	0	3	0
Other	4	6	2	5	6	0	3	5	3	5	9	4	2	3	3	4	7	9

Table 1.5-1.8
Importance of College Goals
(Mean Ratings)

College Goals	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.89		2.00-2.89		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Acad	6.1	6.6	5.9	6.2	5.9	6.7	5.9	6.4	6.1	6.5	6.6	7.0	6.2	6.8	6.1	6.4	5.6	6.2
Voc	6.2	6.7	6.4	6.6	6.1	7.1	6.3	6.8	5.9	6.6	6.7	6.7	5.8	6.7	6.3	6.8	6.1	6.6
Soc	5.2	5.0	5.2	4.4	5.0	4.9	5.0	4.9	5.2	5.0	5.3	5.0	4.8	5.1	5.4	4.9	4.7	4.8
N.C.	5.2	5.5	4.5	4.6	5.2	5.3	4.8	5.1	5.2	5.4	4.9	5.6	4.6	5.0	5.1	5.4	4.8	5.4

Student Development

The section on student development summarizes the results of three types of measures used to assess student development. The first type examines out-of-class intellectual pursuits in three areas; the second type examines nonacademic accomplishments in ten areas; and the third examines student self-ratings of progress toward achieving selected college goals. The figures and corresponding tables in this section are of help in appraising college student development.

Figure 2.1-2.3: Intellectual pursuits outside of class. Students were asked to respond to these items: If while attending college, you have engaged in the following activities ON YOUR OWN, i.e., NOT AS A PART OF A CLASS ASSIGNMENT, mark the "Yes" response.

The following items are classified as Science-Math (Sci):

94. Attempted to invent something.
97. Attended a scientific lecture.
100. Attended a scientific exhibit.
103. Read a technical journal or a scientific article.
106. Attempted to solve mathematical puzzles.
109. Attempted to develop a new scientific theory.
112. Discussed a scientific theory or event with friends.
115. Devised a mathematical puzzle.
118. Regularly read popular accounts of scientific advances (in Time, Newsweek, etc.).
121. Explained or illustrated a scientific principle to someone.

The following items are classified as Humanities (Hum):

95. Read some poetry.
98. Visited an art exhibit.
101. Tried some sketching, drawing, or painting.
104. Attended a poetry reading or a literary talk.
107. Attended a stage play.
110. Read six or more articles a year in Atlantic, Commonweal, Harper's and/or Saturday Review.
113. Discussed art or music with friends.
116. Discussed philosophy or religion with friends.
119. Discussed plays novels, or poetry with friends.
122. Attended a music recital or concert.

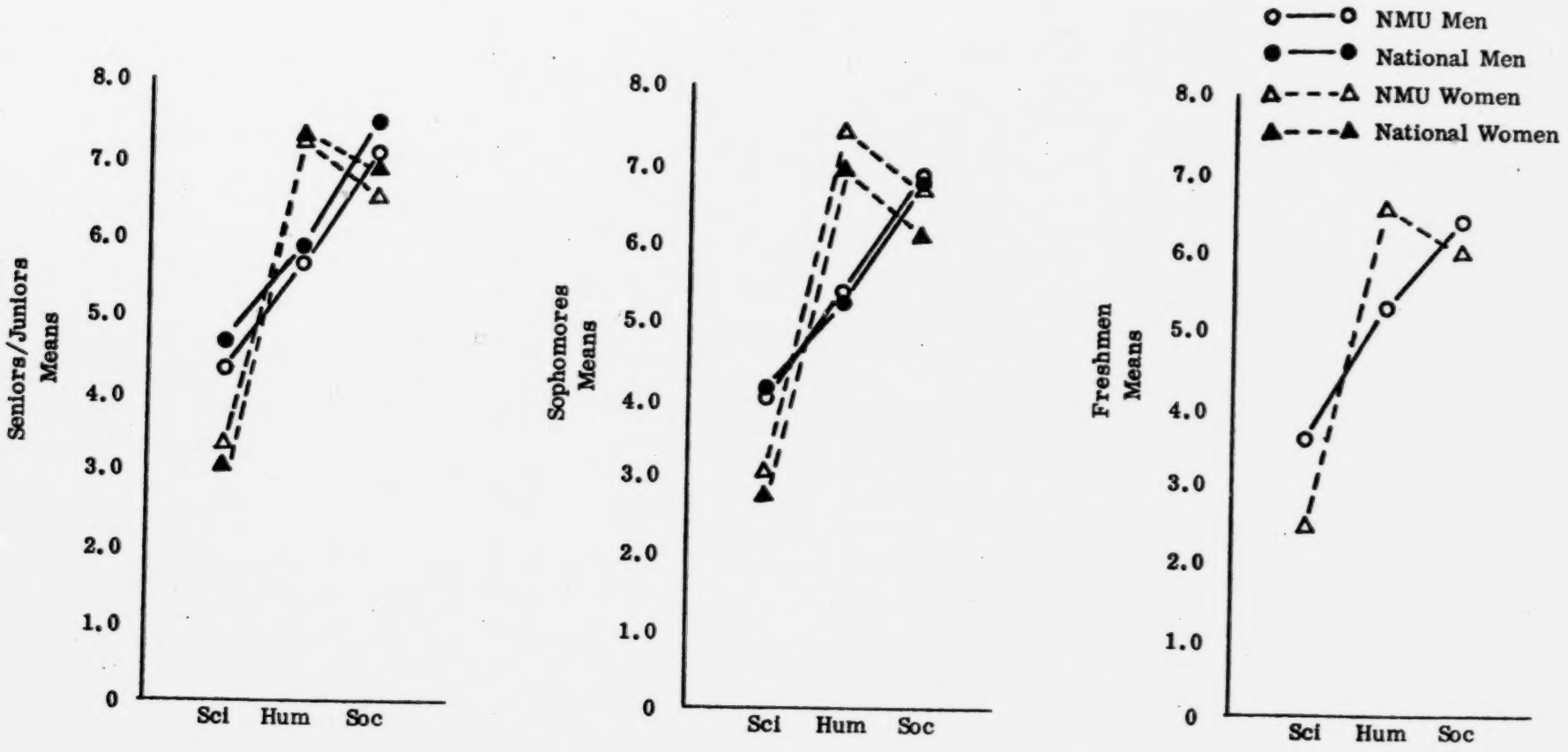

Fig. 2.1-2.3. Intellectual pursuits outside of class: The mean number of pursuits in three areas for NMU and national norm group men and women by class level.

The following items are classified as Social Science (Soc):

96. Discussed merits of political-economic systems (e.g., communism, socialism) with friends.
99. Discussed world or national political problems (candidates, issues) with friends.
102. Watched four or more TV news specials in a year.
105. Discussed social issues (e.g., civil rights, pacifism) with friends.
108. Discussed campus issues with friends.
111. Attended a lecture on a current social, economic, or political problem.
114. Read the editorial column of a newspaper at least once a week.
117. Read an article or book analyzing in depth a political or social issue.
120. Read a biography or autobiography of a political or social reform leader.
123. Read a book on psychology, sociology, or history.

Evidence has implied that the transcript is not a valid measure of intellectual involvement and bears little or no relationship to any measures of adult accomplishment. It has been suggested that other criteria should also be used for evaluating a student's professional promise or competency.

To obtain ISS measures of intellectual involvement, lists of ten intellectual activities occurring outside the formal classroom setting were developed for three different curricular areas: Science-Math, Humanities, and Social Science. The average number of "yes" responses in each category is reported as the mean for that category.

Significant inferences may be drawn about students' interests, abilities, and the direction and extent of their intellectual development from a description of their leisure time pursuits. Students who participate in intellectual and cultural activities on their own, not in connection with classroom assignments, are those whose total educational experience is enriched.

Professors want their students to become involved in intellectual activities outside the classroom. In fact, if majors in each of the curricular areas become more involved in appropriate intellectual activities as a result of their studies, many faculty would consider it as significant as the attainment of good grades.

With very little deviation NMU parallels the national norms in the ranking of intellectual pursuits. As might be expected, men rank science-math higher than women do, with science-math activities receiving the fewest number of "yes" responses by women in all subgroups. (See Table 2.1-2.3, page 39.) Even though more men are involved in humanistic endeavors than in science-math, women surpass men in this area. Both men and women indicate a high priority for social science activities. According to the ISS, the number of out-of-class intellectual pursuits increases as class level increases.

Hopefully, all the students on campus are intellectually curious and would answer "yes" to most of the questions in this part that relate to their chosen discipline. Is there a relationship between the "peaks" on these figures and the majors and vocational choices of students on campus (See Figures and Tables 1.1 and 1.2)? Do the seniors show a higher intellectual curiosity? Are there noteworthy differences between the student groups on these scales? Does the comparison of local means with national means reflect credit on the local students and on the opportunities available on campus?

Figure 2.4-2.5: Nonacademic achievements in college. Students were asked to : Mark "Yes" to each of the following out-of-class accomplishments which has been part of your experience during your college years. Mark "No" if the statement does not apply to you.

The following are representative of the types of items in this part:

Leadership (Ldr):

126. Was an active member of four or more student groups.
132. Elected president of a "special interest" student club, such as psychology club, mountain climbing club, etc.
. . . and 8 additional items similar to these selected samples.

Social Participation (Soc-P):

142. Wrote a letter to a state legislator or U. S. representative or senator about pending or proposed legislation.
143. Worked actively in a special study group (other than a class assignment) for the investigation of a social or political issue.
. . . and 8 additional items similar to these selected samples.

Art (Art):

145. Exhibited or published at my college one or more works of art, such as drawings, paintings, sculptures, ceramics, etc.
153. Created or designed election posters, program covers, greeting cards, stage settings for a play, etc.
. . . and 8 additional items similar to these selected samples.

Social Service (Soc-S):

156. Worked as a volunteer aide in a hospital, clinic, or home.
161. Participated in a program to assist children or adults who were handicapped mentally, physically, or economically.
. . . and 8 additional items similar to these selected samples.

Scientific (Sci):

164. Built scientific equipment (laboratory apparatus, a computer, etc.) on my own (not as a part of a course).
166. Received a prize or award for a scientific paper or project.
. . . and 8 additional items similar to these selected samples.

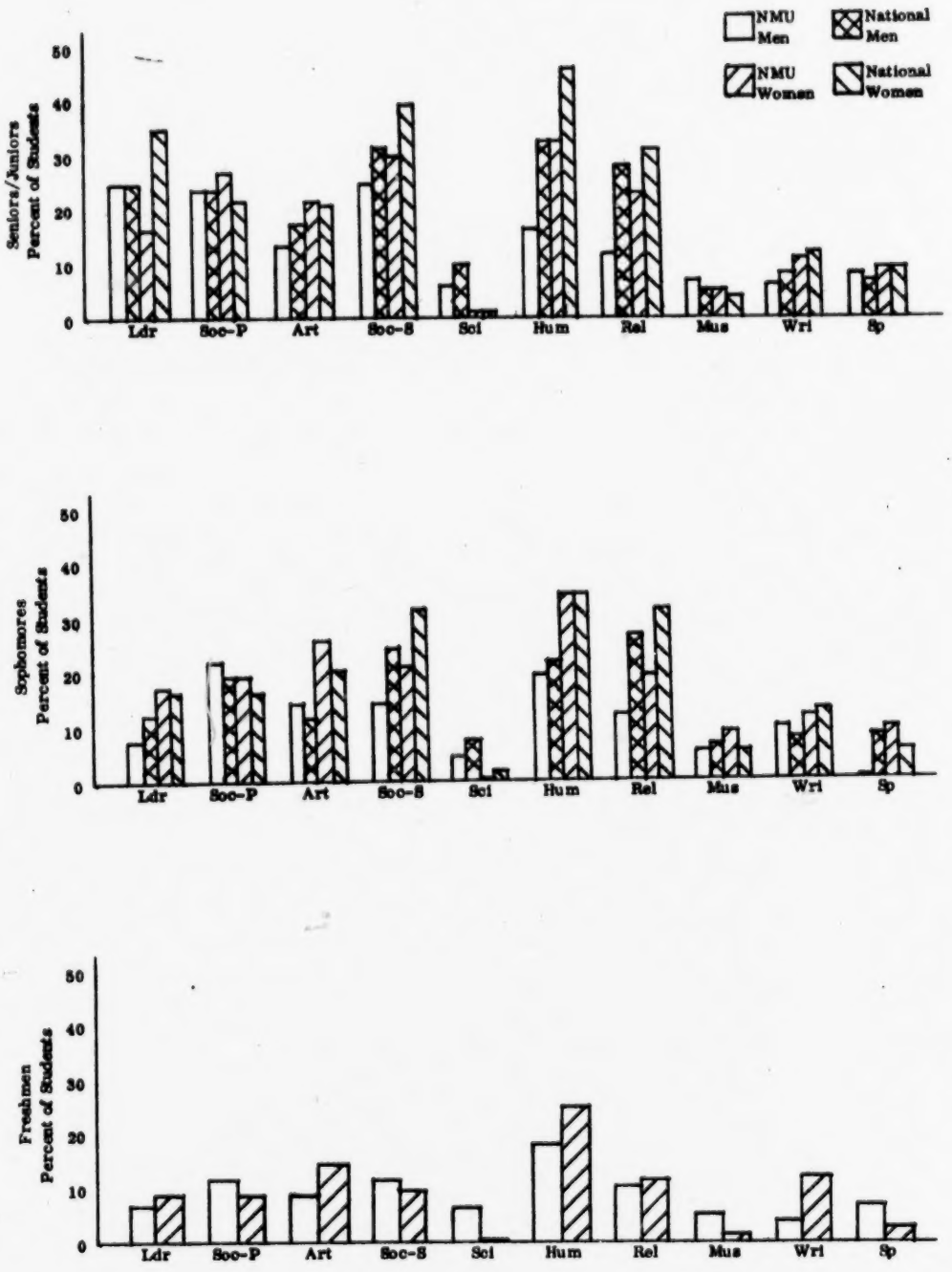

Fig. 2.4-2.5. Nonacademic achievements in college: Percent of NMU and national norm group men and women by class level with two or more nonacademic achievements in college.

Humanistic-Cultural (Hum):

174. Developed and followed a program of reading of poetry, novels, biographies, etc. on my own (not course assignment).
178. Authored or co-authored an original paper published (or in press) in a scholarly journal in the humanities (literature, philosophy, language, etc.).
. . . and 8 additional items similar to these selected samples.

Religious Service (Rel):

187. Held one or more offices in a religious organization.
190. Attended one or more religious retreats, conferences, etc.
. . . and 8 additional items similar to these selected samples.

Music (Mus):

194. Composed or arranged music which was publicly performed.
197. Presented in public a solo recital which was not under the auspices of a college or church.
. . . and 8 additional items similar to these selected samples.

Writing (Wri):

204. Had poems, stories, essays, or articles published in a public (not college) newspaper, anthology, etc.
212. Systematically recorded my observations and thoughts in a diary or journal as resource material for writing.
. . . and 8 additional items similar to these selected samples.

Speech and Drama (Sp):

220. Gave dramatic performance on radio or TV program.
221. Received an award for acting or other phase of drama.
. . . and 8 additional items similar to these selected samples.

These checklists of college student nonacademic accomplishments were developed and validated over a period of years beginning in 1960, first as a project of the National Merit Scholarship Corporation and later as a project of the American College Testing Program.

Each of the ten lists in this part of the ISS Questionnaire represent scales to measure college achievement in the following areas: leadership, social

participation, art, social service, scientific, humanistic-cultural, religious service, music, writing, and speech-drama areas. The scales give reasonably reliable scores in "achievement" areas which are relatively independent of grades or academic abilities.

The assumption is made that students with high scores on one or more scales of out-of-class interests have attained a high level of accomplishment which required complex skills, long term persistence, or originality, and which generally received public recognition or award. Only an unusual student would be able to report "yes" to many items.

Compilations were made of the students who reported no achievements, one achievement, or two or more in each of the ten areas. The means for the total number of nonacademic achievements for each grouping are reported below. Comparisons can be made between groupings and subgroupings, between men and women, and between NMU and the national norms. The national means are indicated in parentheses.

	Men	Women
Class		
S/J	5.9 (8.0)	7.1 (8.7)
So	4.4 (6.0)	6.8 (6.8)
Fr	4.3	4.1
College Residence		
Res H	5.9	6.1
Apt/R	4.4	6.1
Parents	3.4	3.9
Home Location		
UP	3.9	5.5
LP	6.6	6.3
Other	5.6	7.2
GPA		
> 2.89	5.0	5.4
2.00-2.89	4.8	6.2
< 2.00	6.1	6.3

The percentage of students who have completed two or more nonacademic achievements in each of the ten areas is reported in this part. (See Table 2.1-2.3, page 39.)

Students on the NMU campus generally do not indicate as many nonacademic achievements as do students at other universities of similar stature. Northern students tend to score below or near the norm with a few exceptions. Senior/junior men are definitely below the normative sample on the social service, humanistic-cultural, and religious service scales. Senior/junior women also rank lower on these three scales, as well as on the leadership scale. Sophomore men are less involved in achievements in social service, religious service, and speech-drama; sophomore women are below the norms in social service and religious service. Overall the humanistic-cultural area seems to involve the highest number of achievements for NMU students with social service and social participation next. Scientific achievements seem to be indicated least often as an area of out-of-class accomplishments. In general upperclassmen identify a greater number of nonacademic achievements than the freshmen.

The data according to the various subgroups indicates that fewer men living with parents and fewer upper peninsula men state achievements in leadership. A greater percentage of women living in an apartment or room indicate achievements in both the social participation and humanities areas than do the other subgroups. Out-of-state women rank social science higher than do the other subgroups. GPA does not seem to identify any differences in nonacademic achievements. It would appear, therefore, that accomplishments in these areas are independent of academic ability. (See Table 2.4-2.5, page 39.)

Students who have completed two or more achievements are considered the doers. Studies have shown that the doers are most likely to enjoy success after

college. Does this campus have its share of doers? In what areas are students on this campus above national norms? In what areas are they below national norms? Are there obvious reasons for these differences? For example, is there a relationship between these nonacademic achievements and the students' major and vocational choice (see Figures and Tables 1.1 and 1.2)? Are there important differences between student groups? Do these data reflect known opportunities for nonacademic participation on this campus? Do these suggest that additional opportunities should be developed?

Figure 2.6: Student ratings of progress in achieving selected college goals.

Students were asked to indicate on the list below of possible outcomes of a college education the ones in which they have made (1) substantial progress, (2) some progress, or (3) not much progress during their college years.

The following items are classified as Intellectual-Humanistic (Int):

68. Acquiring a broad cultural and literary education.
71. Understanding different philosophies, cultures, and ways of life.
77. Developing an appreciation and an enjoyment of art, music, and literature.

The following items are classified as Group Welfare (GrW):

72. Social development--gaining experience and skill in relating to other people.
74. Knowing how to participate effectively as a citizen in one's community and in wider areas.

The following items are classified as Science-Independent Thinking (Sci):

70. Acquiring background and specialization for further education in some professional, scientific, or scholarly field.
76. Developing an ability to think critically and to understand the origin, nature, and limitations of knowledge.
78. Developing an understanding and an appreciation of science and technology.

The following items are classified as Practical-Status (Prac):

69. Acquiring vocational training--skills and techniques directly applicable to a job.
79. Improving prospects for making high income and gaining professional status.

The following item is classified as Personal Development (PsD):

73. Personal development--understanding one's abilities and limitations, interests, and standards of behavior.

The following item is classified as Communication Skills (Comm):

75. Developing an ability to write and to speak clearly, correctly, and effectively.

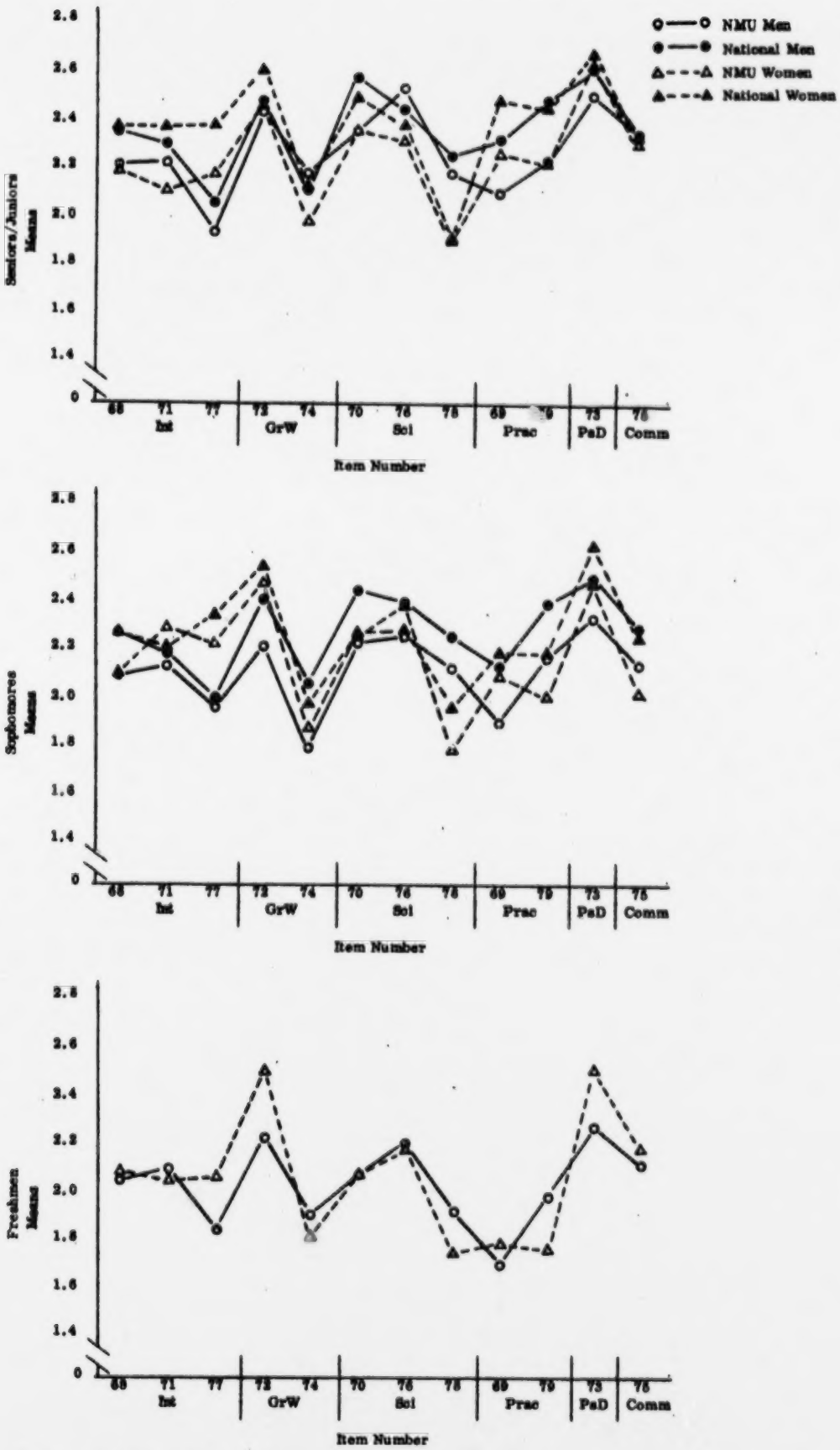

Fig. 2.6. Student ratings of progress in achieving selected college goals: The means for NMU and national norm group men and women by class level.

The items in this part are based upon the assumption that one can learn valuable things about a student's development simply by asking him to evaluate it.

The average rating derived for each goal, based upon self-ratings is reported as the mean for that item. Ratings of substantial progress were assigned a value of 3, some progress received a value of 2, or not much progress a value of 1.

Data from this part should give additional indications of student development. It is one of the more important parts of the survey, as it gives a numeric value to the college education students are receiving on campus. Because this kind of measurement is not extracted from test scores, grade point averages, student-faculty ratio, number of volumes in the library, etc., it is not available on most campuses.

The pattern created by the graphic presentation of progress toward achieving selected college goals is quite similar for NMU students and the national sample. However, the local students typically rate themselves as being less successful. Seniors/juniors tend to have a higher evaluation of their success than do freshmen.

Senior/junior men as well as men with a GPA greater than 2.89 at NMU rank themselves low in developing an appreciation and an enjoyment of art, music, and literature. Senior/junior women feel little progress in acquiring background and specialization for further education in a professional, scientific, or scholarly field, as well as in knowing how to participate effectively as a citizen in one's community. Little progress is indicated for the latter by off-campus women and women with a GPA greater than 2.89. Senior/junior men feel that they have accomplished significant progress in their ability to think critically and in personal development. The personal development scale is also ranked highly by senior/junior women, women living in residence halls and apartment or room, women from the lower peninsula and out of state, and women in general at all GPA levels.

Like their upperclass male peers, the sophomore men rated their progress in the arts low; they also show little progress in the goals of citizenship and vocational training. Out-of-state men and men with a GPA greater than 2.89 or less than 2.00 also state that they have achieved little progress in vocational training. Sophomore women rank citizenship, science technology, and earning potential as their lowest areas of achieving progress. Women from the lower peninsula and out of state, as well as women in the GPA range 2.00-2.89 also express minimal progress in science technology. Substantial progress was not indicated in any of the goals for sophomore men while sophomore women felt they were nearly achieving their goals of social and personal development. Women living in residence halls, women from the lower peninsula and out of state, and women with GPA lower than 2.89 indicate achievement in social development. (See Table 2.6, page 39.)

It is natural that those responsible for developing an effective educational program would look for, and hope for, the students' full academic growth and development. The goals previously listed are those that are generally found in college catalogs as pertaining to the purposes of the college. It may be appropriate at this point to refer to the NMU catalog to review what the stated institutional objectives are. Do the students say that they are achieving "substantial progress" (mean of approximately 2.5 or higher) toward these objectives? One will also want to observe any apparent inconsistencies between satisfactions (or dissatisfactions) students are experiencing in contrast to what the college and administration would routinely expect.

Table 2.1-2.3
Intellectual Pursuits Outside of Class
(Mean Number)

Intellectual Goals	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.89		2.00-2.89		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Sci	4.0	2.8	4.2	3.4	[illegible]0	3.1	4.0	3.0	4.2	2.9	3.6	2.8	4.2	3.1	4.0	2.8	4.1	3.1
Hum	5.8	7.2	5.0	7.3	4.8	6.7	5.1	6.8	6.0	7.2	5.9	7.7	5.3	7.1	5.6	7.0	5.5	7.2
Soc	6.6	6.2	7.3	6.1	6.8	6.1	6.8	6.3	6.9	6.4	6.7	6.3	6.9	6.3	6.9	6.2	6.6	6.8

Table 2.4-2.5
Nonacademic Achievements in College
(Percentage of Students with 2+ Achievements)

Nonacademic Achievements	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.89		2.00-2.89		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Ldr	18	14	15	6	2	6	8	11	23	19	29	14	12	11	17	17	14	12
Soc-P	25	17	15	33	12	9	15	14	26	22	14	27	26	14	17	21	23	17
Art	13	22	13	17	8	17	8	18	18	22	5	27	10	18	12	19	16	27
Soc-S	19	21	19	22	12	9	16	18	22	16	19	41	26	18	18	22	16	19
Sci	5	0	4	0	6	0	6	1	6	0	0	0	4	0	5	1	8	0
Hum	21	32	13	39	22	23	15	31	22	26	10	36	18	31	17	27	19	35
Rel	12	16	4	17	12	17	12	21	11	11	10	18	14	18	10	20	15	13
Mus	9	5	2	0	2	0	2	3	9	5	14	5	2	5	6	5	9	2
Wri	7	14	2	17	2	9	4	9	10	15	0	14	2	10	7	12	6	13
Sp	7	7	4	6	4	3	6	5	6	12	10	0	6	4	6	8	8	10

Table 2.6
Student Ratings of Progress in Achieving Selected College Goals
(Means)

Goals	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.89		2.00-2.89		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Int																		
68	2.1	2.1	2.1	2.2	2.0	2.1	2.1	2.1	2.2	2.2	2.0	2.1	2.1	2.2	2.2	2.0	2.0	2.1
71	2.2	2.1	2.2	2.0	2.1	2.0	2.2	2.0	2.2	2.2	2.1	2.2	2.0	2.0	2.2	2.1	2.2	2.3
77	1.9	2.2	1.8	2.1	1.8	1.8	1.9	2.1	2.0	2.2	2.1	2.3	1.7	2.2	2.0	2.1	1.9	2.2
Grp W																		
72	2.3	2.6	2.3	2.3	2.2	2.4	2.3	2.4	2.4	2.6	2.3	2.5	2.2	2.3	2.4	2.5	2.2	2.7
74	2.0	1.9	2.1	1.6	1.9	1.8	2.1	1.8	2.0	2.0	2.1	1.8	1.9	1.8	2.1	1.9	1.9	2.0
Sci																		
70	2.2	2.2	2.3	2.3	2.3	2.3	2.3	2.3	2.2	2.1	2.3	2.1	2.5	2.4	2.3	2.1	2.0	2.2
76	2.3	2.3	2.5	2.3	2.0	2.1	2.4	2.3	2.4	2.3	2.4	2.3	2.4	2.3	2.4	2.2	2.2	2.2
78	2.1	1.8	2.1	1.9	2.1	1.8	2.2	1.9	2.0	1.8	1.9	1.6	2.1	1.9	2.1	1.7	2.1	1.9
Prac																		
69	1.9	1.9	2.0	2.3	1.9	2.2	2.0	2.1	1.9	1.9	1.7	2.2	1.8	2.2	2.1	1.9	1.7	2.0
79	2.1	2.0	2.3	2.0	2.0	2.0	2.2	2.0	2.1	2.0	2.2	1.9	2.1	2.0	2.2	2.0	2.0	1.9
PsD																		
73	2.4	2.6	2.3	2.6	2.3	2.3	2.4	2.5	2.4	2.6	2.4	2.7	2.5	2.5	2.4	2.5	2.2	2.6
Comm																		
75	2.2	2.2	2.4	2.4	2.0	2.1	2.3	2.2	2.2	2.1	2.1	2.2	2.3	2.3	2.3	2.1	2.0	2.2

Student Evaluations of Their Collegiate Experience

The section on student evaluations of their collegiate experience provides a means of assessing general institutional climate by summarizing student descriptions of their instructors, their evaluations of student services, and their reactions to selected policies, rules, and facilities. Research has indicated that college environmental features are related to student achievement. The survey items from which these figures were constructed generally represent matters that students consider important. The figures and corresponding tables in this section are a useful addition in institutional planning or policy making.

Figure 3.1: Student reactions to instructors. Fourteen statements describing instructor behavior were presented. Students indicated whether in each case the statement was true of (1) a majority, (2) about half, or (3) a minority of the instructors. The statements were devised on the basis of several factor-analytic studies of instructor behavior. For convenience they were organized into "class conduct" factors, "student involvement" factors, and "teaching style" factors. To reduce response bias, items were alternately worded in a positive and then a negative fashion.

Note that this part reports the percentage of students who say that this item pertains to a majority of their instructors. Thus, for item #84 (good facility for communicating knowledge), a high percentage is a positive rating. However, for item #87 (disorganized or superficial presentation), a high percentage is a negative rating. It would be inappropriate to use these data as a substitute for a rating scale for individual faculty members. However, the data are useful to indicate generally the students' perceptions of the faculty and to show how various student groups differ in their perceptions of the faculty. For example, suppose the faculty as a whole has

made the conscious effort during the year to have students declare what the objectives of each course should be. Under these circumstances, one would look for a high percentage of students to mark item #82 as pertaining to a majority of the instructors.

Part One of Figure 3.1 relates to "class conduct." The following items are classified as class conduct factors:

Positively worded items:

84. Faculty members have an unusual facility for communicating their knowledge to students.
90. Out-of-class assignments (readings, papers, etc.) are reasonable in length.
92. Instructors relate course material to contemporary problems.

Negatively worded items:

87. Instructors give disorganized, superficial, or imprecise treatment to their material.
91. Insufficient distinction is made between major ideas and less important details.

The way in which the NMU students view their faculty in relation to "class conduct" factors closely resembles the normative sample. The only noticeable exceptions deal with instructors relating course materials to contemporary problems. Here senior women rate instructors considerably higher than the norm as do sophomore women but to a lesser extent. NMU senior men rate the instructors slightly higher than their norm group while sophomore men rate them somewhat below their corresponding norm.

Item #92 also identifies some differences in the other groupings as well. For example, greater percentages of women living with their parents and of out-of-state students state that instructors relate course material to contemporary problems. GPA, however, yields very little variation among the "class conduct" factors. (See Table 3.1, page 70.)

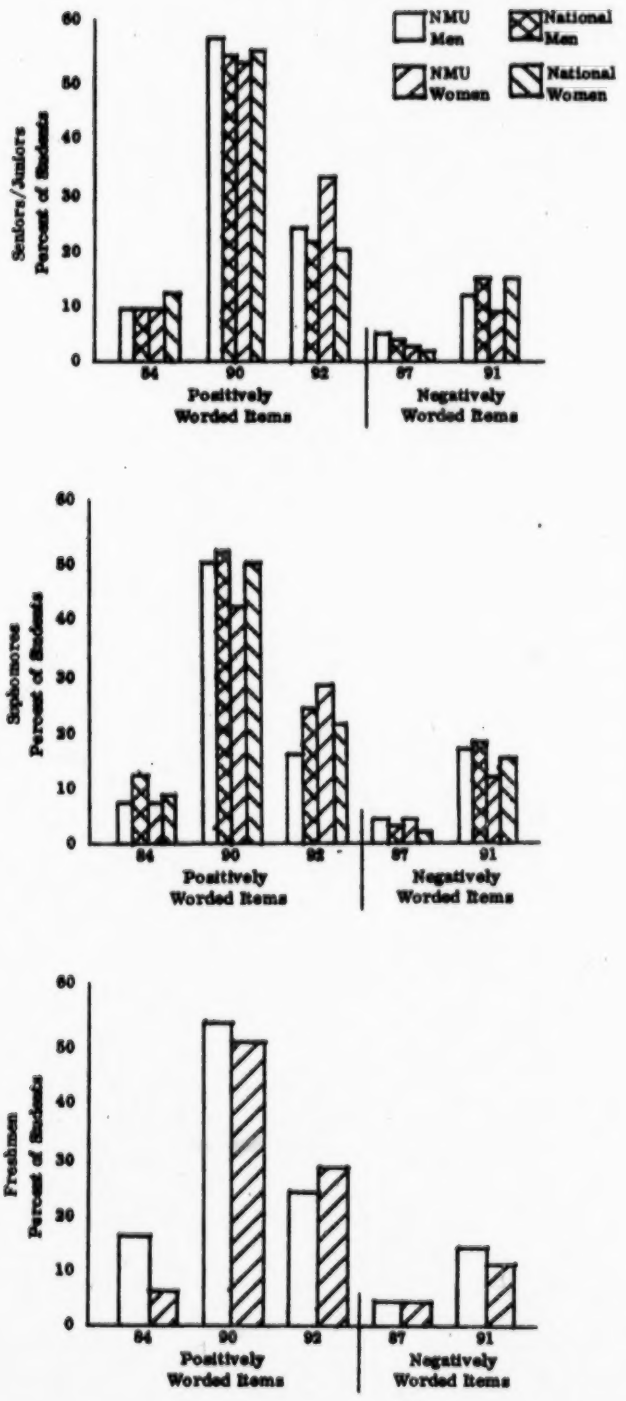

Fig. 3.1. Student reactions to instructors. Part One: Class conduct. Percent of NMU and national norm group men and women by class level rating the items as characteristic of a majority of their instructors.

Part Two of Figure 3.1 relates to "student involvement." The following items are classified as student involvement factors:

Positively worded items:

80. Instructors give students ample opportunity to participate in discussion, to ask questions, and to express points of view.
82. Students are given an important voice in determining class objectives and procedures.

Negatively worded items:

89. Instructors don't seem to care whether or not class material is understood.
93. Instructors seem to be "out of touch" with student life.

Students locally and nationally appear to feel that there is opportunity to participate in discussion and that instructors do care whether they understand class material. However, they indicate that they don't have much of a role in determining class objectives and procedures. Upperclassmen at NMU exceed the norms in their evaluation of class participation; whereas sophomores are closer to the norms. Men indicate a greater involvement in class discussion than do women.

The "student involvement" items in terms of the other groupings of the data find a higher percentage of women living with their parents feeling that instructors give ample opportunity for student participation. A lower percentage of men with a GPA below 2.00 than the higher GPA students express agreement with this item. A greater percentage of out-of-state students view instructors as "out of touch" with student life. (See Table 3.1, page 70.)

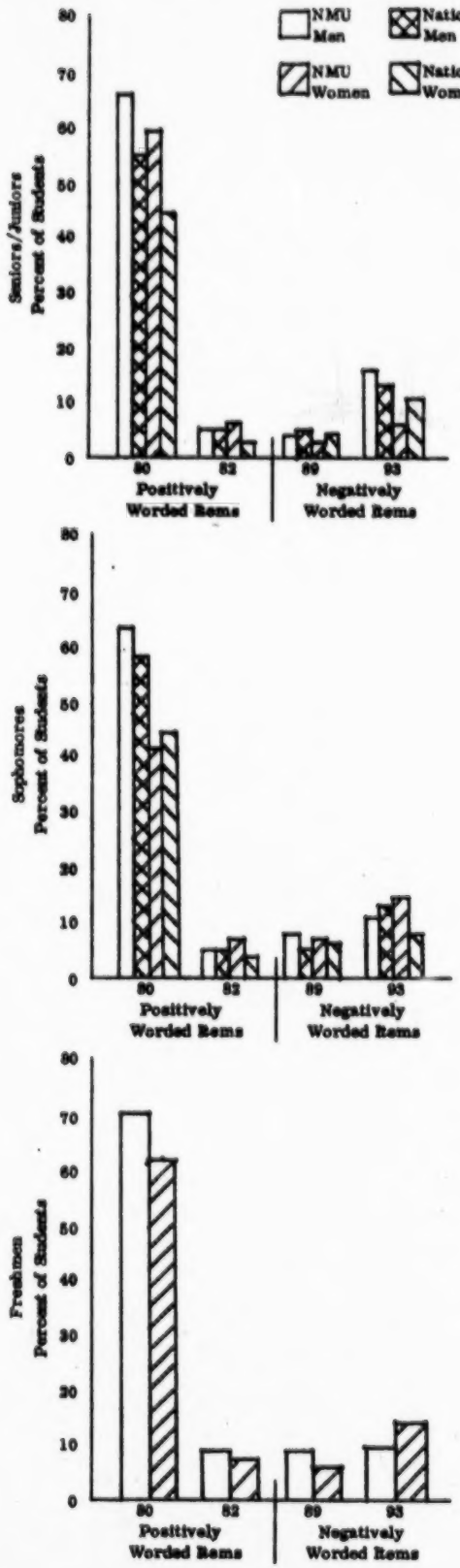

Fig. 3.1. Student reactions to instructors. Part Two: Student involvement. Percent of NMU and national norm group men and women by class level rating the items as characteristic of a majority of their instructors.

Part Three of Figure 3.1 relates to "teaching style." The following items are classified as teaching style factors:

Positively worded items:

86. Instructors present material in an entertaining (e.g., dramatic, humorous) manner.
88. Instructors give personal opinions or describe personal experiences.

Negatively worded items:

81. Lectures are dry, dull, and monotonous.
83. Instructors appear to be uneasy and nervous.
85. Instructors criticize or embarass students in the classroom.

The only noticeable difference between the norming group and the NMU students in evaluating teaching styles of the faculty appears at the sophomore women level. Sophomore men and to a greater extent sophomore women rate the lectures drier, duller, and more monotonous than do the national sample.

Students within the various subgroups seem to be quite consistent in their view of the teaching styles of the faculty. (See Table 3.1, page 70.)

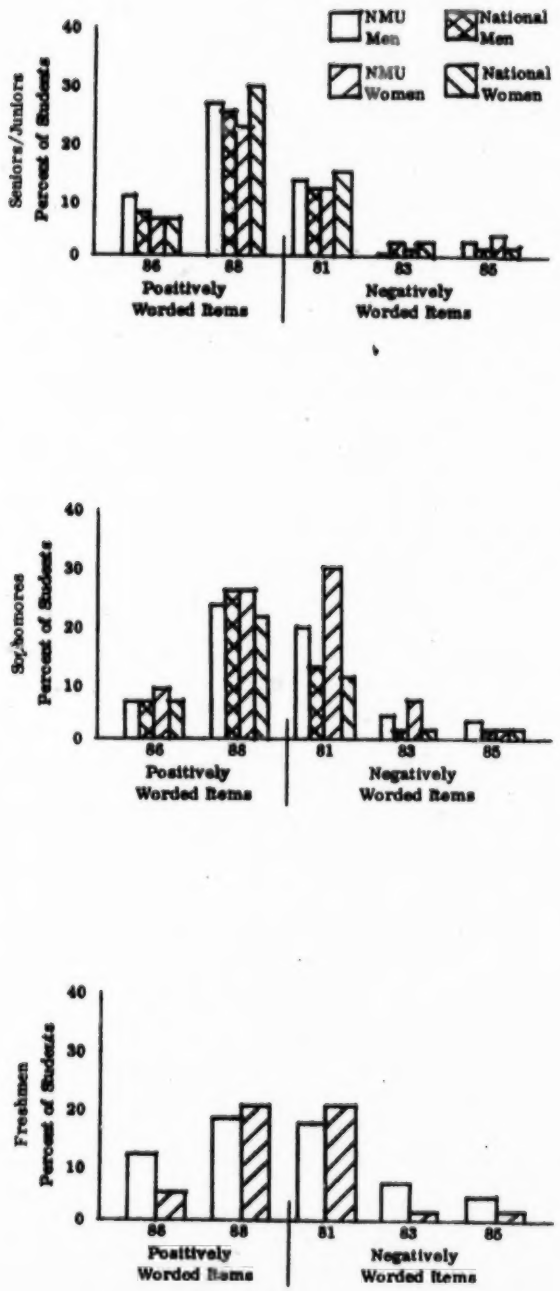

Fig. 3.1. Student reactions to instructors. Part Three: Teaching style. Percent of NMU and national norm group men and women by class level rating the items as characteristic of a majority of their instructors.

Figure 3.2: Student reactions to college services. The nine college services listed below are those which are frequently provided by colleges.

Students were asked to describe their reaction to each of the following college services by indicating whether they found it (1) extremely valuable, (2) worthwhile, (3) not valuable, (4) not used, or (5) college does not offer.

59. Academic Advising Service (Advs)--assistance in selecting courses, adjusting schedules, planning programs, etc.
60. Counseling Service (Cnsl)--assistance in choosing a major, vocational planning, resolving personal problems, etc.
61. Financial Needs Service (FinN)--assistance in obtaining a scholarship, loan, part-time job, or assistance in budgeting and controlling expenses.
62. Extracurricular Activities Service (Extr)--assistance in getting started in activities or in making the most of extracurricular opportunities.
63. Orientation Service (Orient)--assistance in getting started in college--learning the ropes, getting aquainted, overcoming apprehensions.
64. Housing Selection Service (HsngS)--assistance in locating suitable housing.
65. Housing Advisory Service (HsngA)--assistance in dealing with roommate problems, advice in handling everyday concerns, programs designed to make the housing arrangement more educational and enjoyable.
66. Health Service (Health)--assistance in dealing with illness or injury.
67. Developmental Education Service (Dvlpm)--improvement of reading, study skills, spelling, etc.

The percentage of students rating the service (% Rating) extremely valuable, worthwhile, or not valuable is indicated (see page 48). Also indicated is the percentage of students who did not use the service (% Not Used), as well as the percentage of students who stated that the service was not offered on campus (% Not Offered). This information is provided for each of the college services. A method of summarizing the data on college services is provided by the index of effectiveness. The index is derived by subtracting the percentage of students reporting "not valuable" from

the percentage reporting "extremely valuable." Services having an index of -40 or lower probably require a major review and some changes. The services on Northern's campus that received an index of -40 or lower are identified by their index of effectiveness.

College Service	Class						College Residence						Home Location						GPA					
	S/J		So		Fr		Res H		Apt/R		Parents		UP		LP		Other		>2.99		2.00-2.99		<2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
% Rating																								
Advs	96	97	97	97	93	94	96	97	98	95	88	97	96	96	94	96	99	96	99	97	96	93	92	99
Cnsl	69	48	72	57	64	52	71	57	59	32	66	51	67	47	69	63	64	43	64	42	69	54	70	64
FinN	55	62	48	62	50	51	53	57	59	95	50	59	57	62	48	50	41	57	64	73	51	49	48	53
Extr	45	40	49	47	51	38	58	51	29	37	42	19	40	31	56	56	55	52	48	30	48	43	51	55
Orient	83	90	79	84	86	90	83	89	80	84	80	95	80	90	85	89	91	83	82	84	83	92	84	92
HsngS	45	46	44	41	40	43	50	54	47	47	18	11	36	37	50	52	59	57	38	43	43	42	51	51
HsngA	40	45	35	45	41	43	55	59	35	26	6	11	27	33	50	57	59	74	24	31	42	49	43	57
Health	73	78	64	74	54	61	74	81	76	89	40	35	58	59	71	85	86	96	70	61	65	74	67	83
Dvlpm	23	5	19	16	28	20	28	17	27	0	12	11	21	11	26	18	27	17	18	11	24	14	27	21
% Not Used																								
Advs	4	2	1	2	7	6	4	3	2	5	10	3	4	4	5	4	0	0	0	2	4	6	7	0
Cnsl	30	50	23	41	36	47	27	42	37	68	32	49	31	52	28	35	36	52	36	56	28	44	27	36
FinN	44	37	49	36	45	48	43	42	41	5	46	41	41	37	48	48	59	43	32	24	46	50	50	45
Extr	44	44	43	50	42	55	33	39	61	42	48	73	51	60	36	35	32	30	42	56	44	49	37	40
Orient	15	9	17	14	8	9	12	10	15	11	18	5	16	9	12	10	5	13	14	12	14	8	10	8
HsngS	39	42	36	41	46	48	31	32	37	47	70	84	50	53	30	29	32	35	42	43	42	47	35	38
HsngA	51	44	55	50	48	49	34	31	59	68	86	84	63	59	38	33	36	17	58	59	50	43	44	34
Health	26	21	33	24	43	39	24	19	22	11	56	62	40	39	26	15	14	4	30	37	33	26	28	17
Dvlpm	58	67	61	67	60	64	53	63	53	74	72	81	65	71	53	57	59	65	66	69	59	66	53	60
% Not Offered																								
Advs	0	1	2	1	0	0	0	0	0	0	2	0	0	0	1	0	1	4	1	1	0	1	1	1
Cnsl	1	2	5	2	0	1	2	1	4	0	2	0	2	1	3	2	0	5	0	2	3	2	3	0
FinN	1	1	3	2	5	1	4	1	0	0	4	0	2	1	4	2	0	0	4	3	3	1	2	2
Extr	1	16	8	3	7	7	9	10	10	21	10	8	9	9	8	9	13	18	10	14	8	8	12	5
Orient	2	1	4	2	6	1	5	1	4	5	2	0	4	1	3	1	4	4	4	4	3	0	6	0
HsngS	16	12	20	18	14	9	19	14	16	6	12	5	14	10	20	19	9	8	20	14	15	11	14	11
HsngA	9	11	10	5	11	8	11	10	6	6	8	5	10	8	12	10	5	9	18	10	8	8	13	9
Health	1	1	3	2	3	0	2	0	2	0	4	3	2	2	3	0	0	0	0	2	2	0	5	0
Dvlpm	19	25	20	17	12	16	19	20	20	26	16	8	14	18	21	25	14	18	16	20	17	20	20	19
Index of Effectiveness																								
Advs										-41							-41							
Cnsl										-61							-40							
FinN																								
Extr			-41						-64		-47					-42	-48					-41	-40	
Orient																								
HsngS	-65	-57	-49	-58	-46		-53	-49	-74	-67	-89	-50	-59	-44	-55	-51	-54	-69	-74	-46	-54	-55	-54	-45
HsngA									-88	-40	-67								-41	-43			-45	
Health				-50																				
Dvlpm	-56	-68	-64	-56		-45	-49	-56	-61		-67	-50	-49	-55	-49	-53	-50	-75	-67	-50	-52	-63		-55

The responses for the percentage of students rating the service were tabulated and are presented in this part in terms of the percentage of students in each of the groupings rating the service as "extremely valuable" (EV) and also as "not valuable" (NV). A brief discussion of each of the services follows the figures.

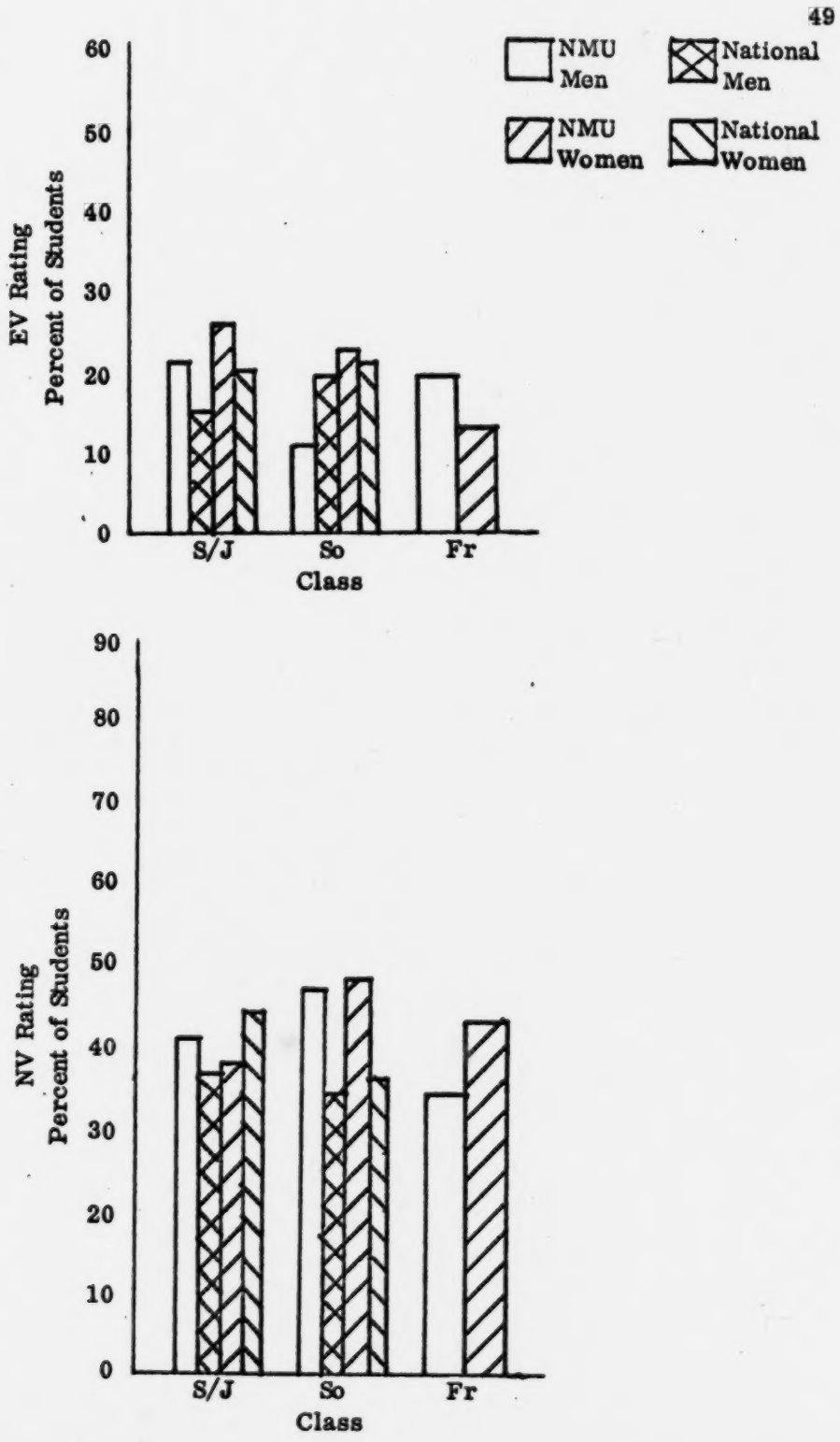

Fig. 3.2. Student reactions to college services: Academic advising. Percent of NMU and national norm group men and women by class level rating the service as extremely valuable (EV) or not valuable (NV).

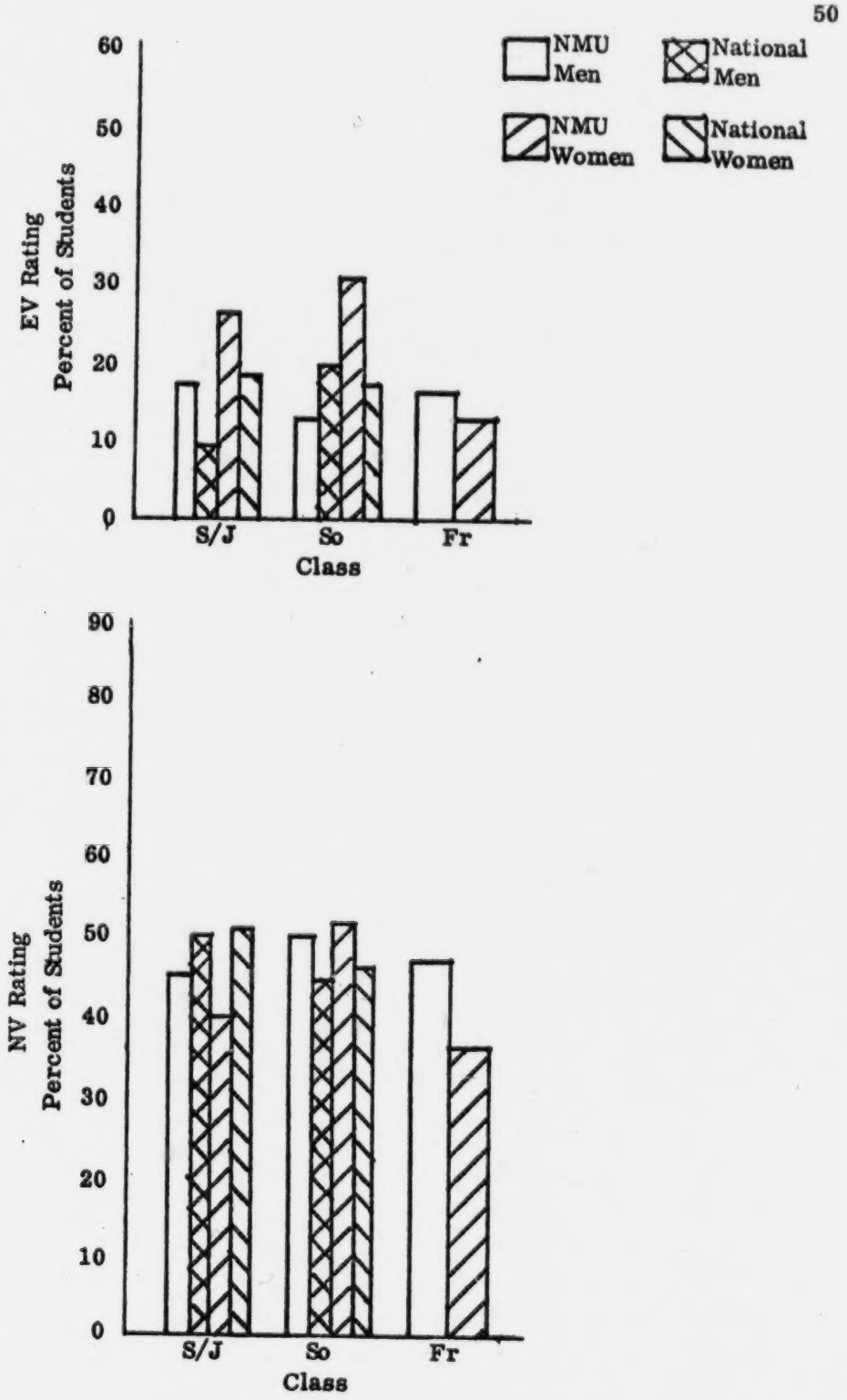

Fig. 3.2. Student reactions to college services: Counseling. Percent of NMU and national norm group men and women by class level rating the service as extremely valuable (EV) or not valuable (NV).

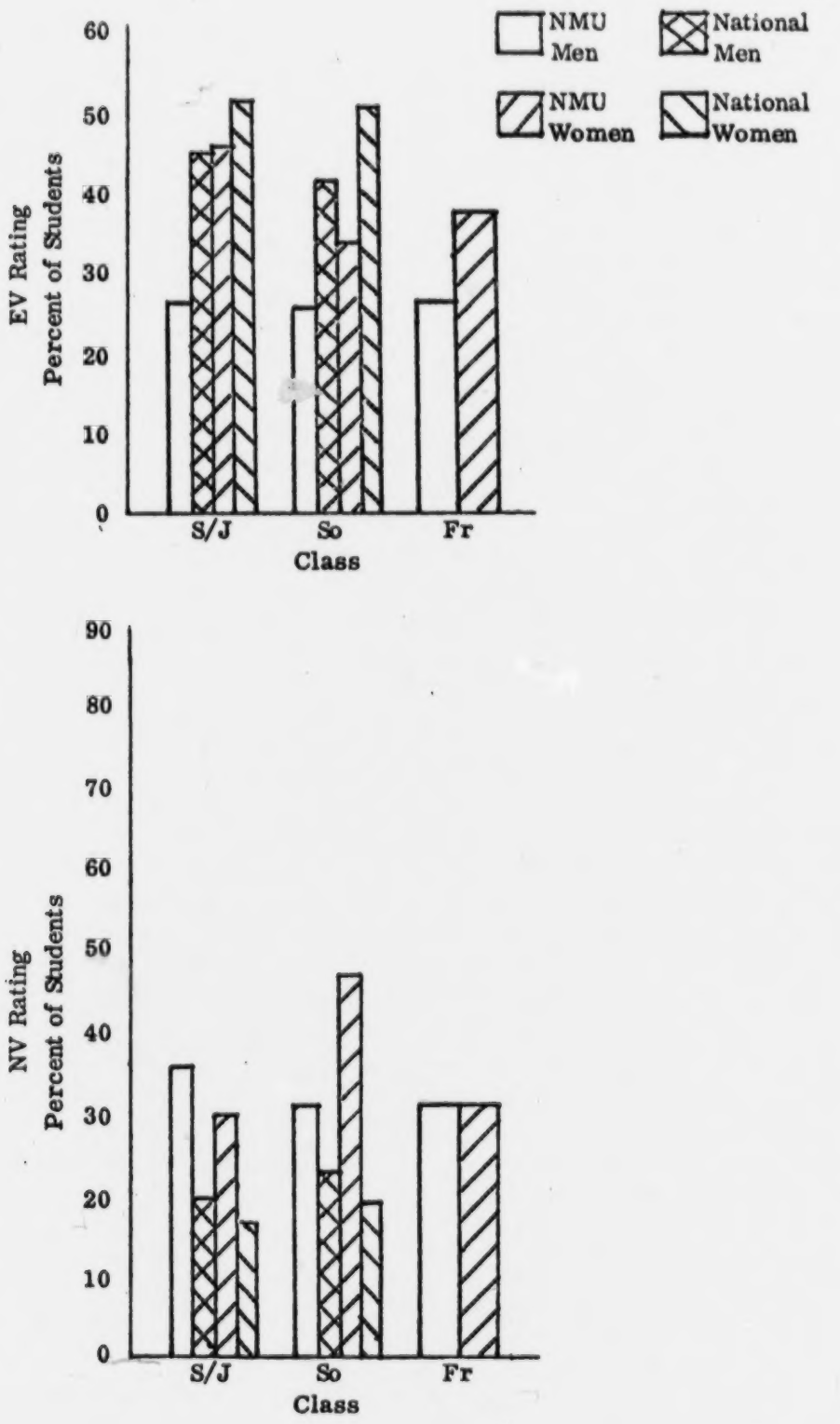

Fig. 3.2. Student reactions to college services: Financial needs. Percent of NMU and national norm group men and women by class level rating the service as extremely valuable (EV) or not valuable (NV).

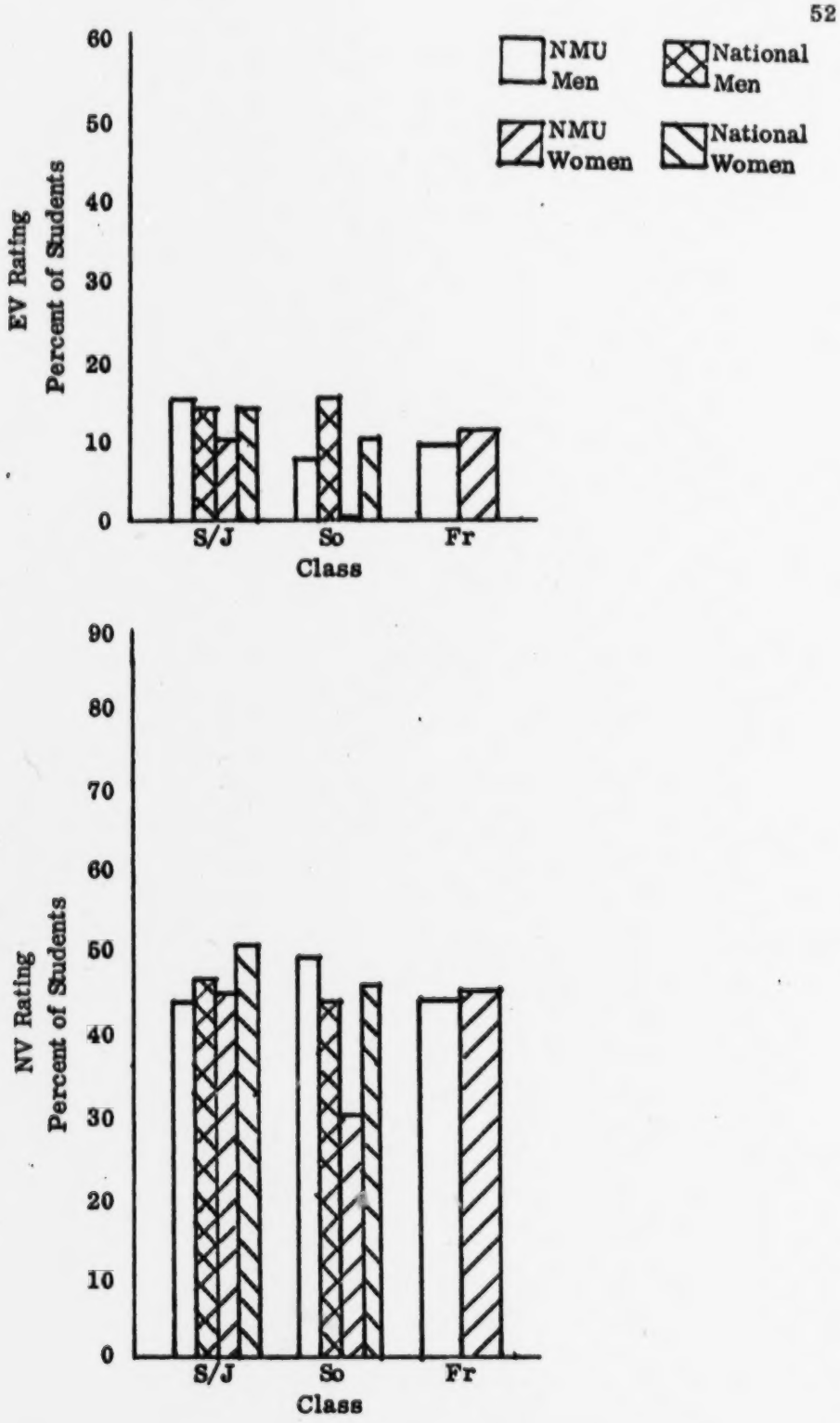

Fig. 3.2. Student reactions to college services: Extracurricular assistance. Percent of NMU and national norm group men and women by class level rating the service as extremely valuable (EV) or not valuable (NV).

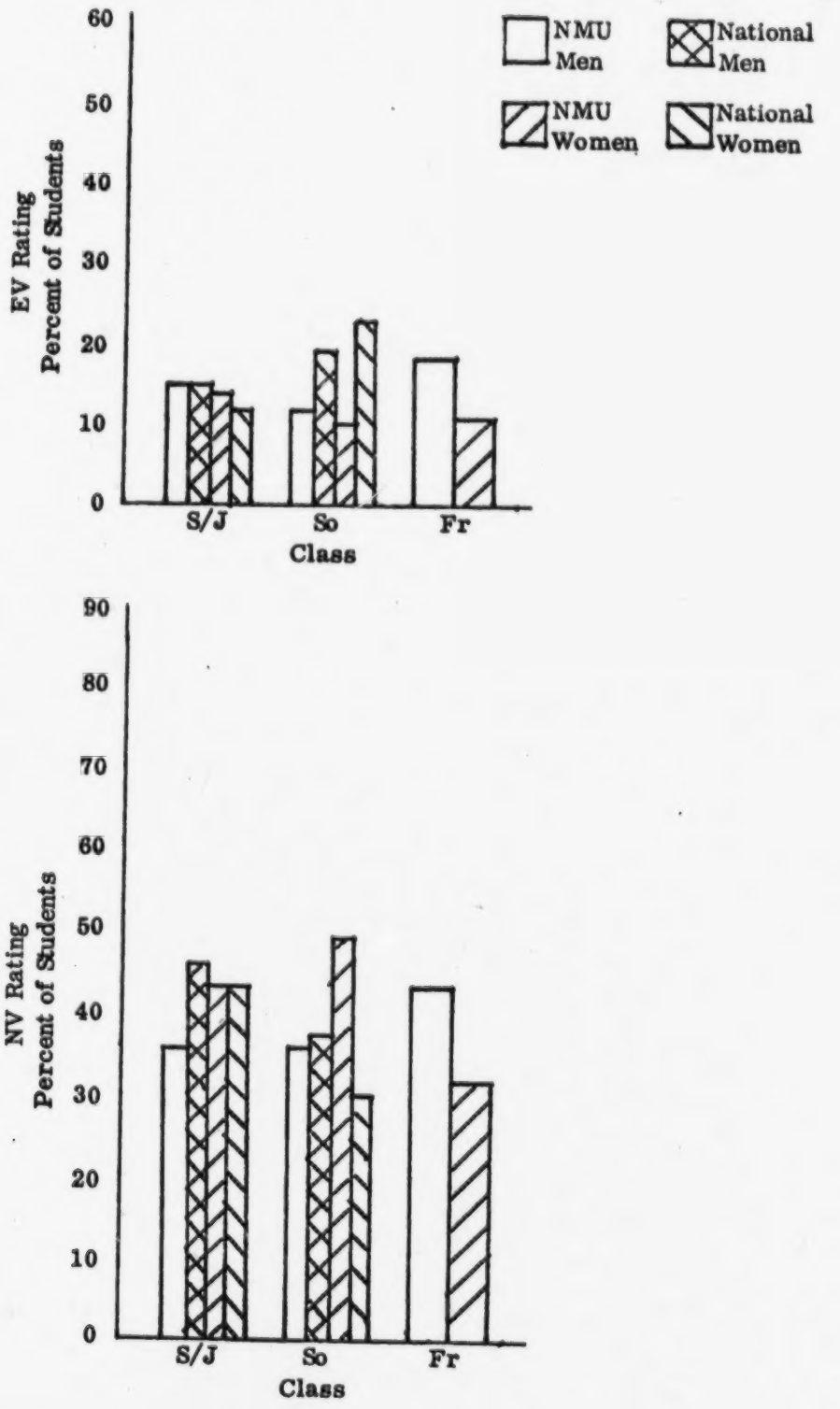

Fig. 3.2. Student reactions to college services: Orientation. Percent of NMU and national norm group men and women by class level rating the service as extremely valuable (EV) or not valuable (NV).

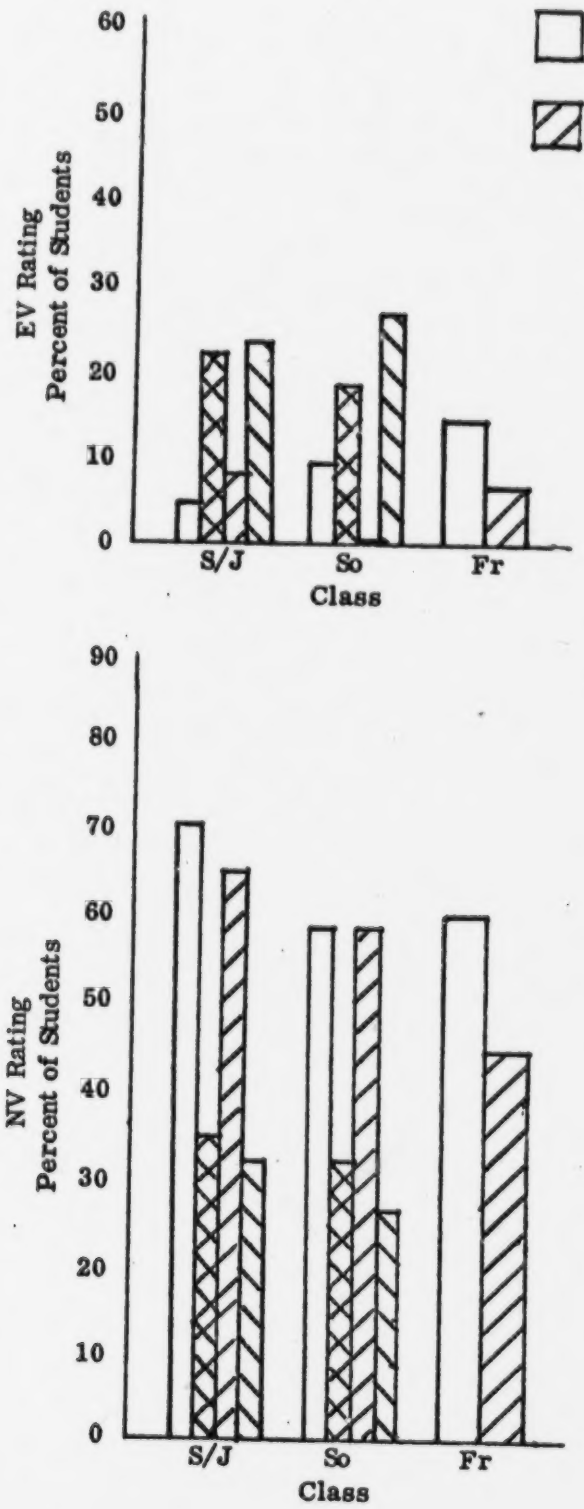

Fig. 3.2. Student reactions to college services: Housing selection. Percent of NMU and national norm group men and women by class level rating the service as extremely valuable (EV) or not valuable (NV).

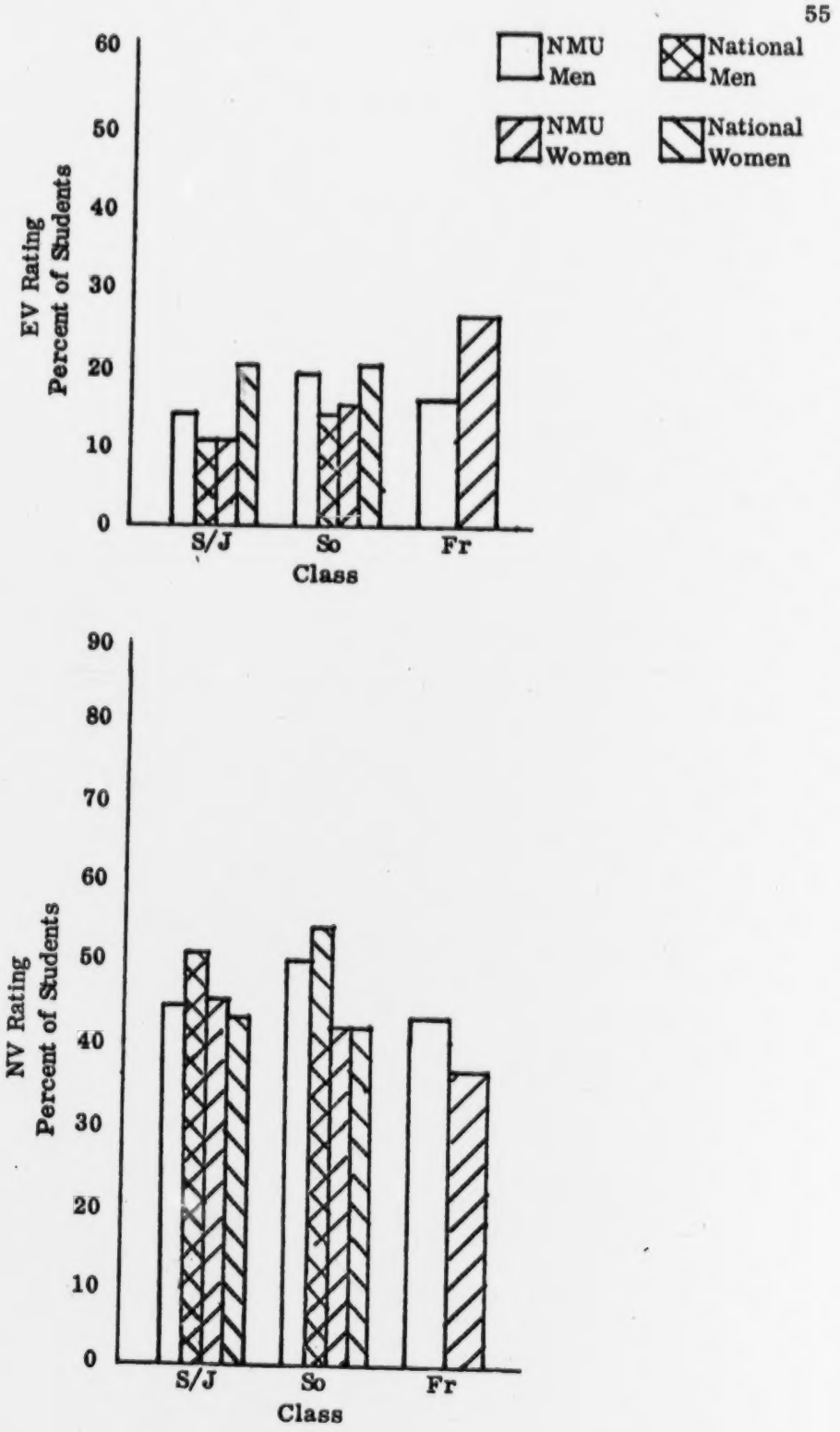

Fig. 3.2. Student reactions to college services: Housing advisory. Percent of NMU and national norm group men and women by class level rating the service as extremely valuable (EV) or not valuable (NV).

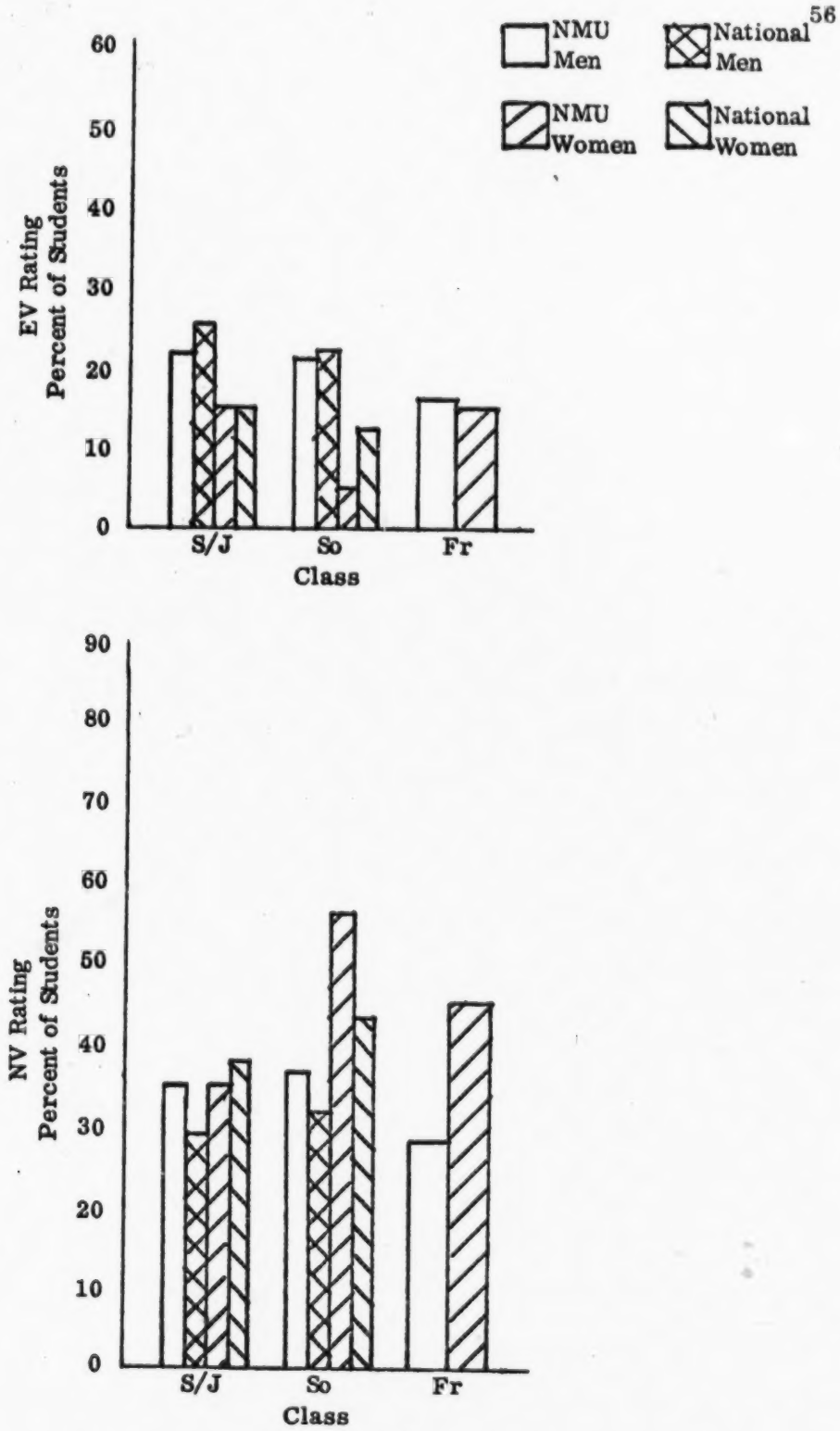

Fig. 3.2. Student reactions to college services: Health. Percent of NMU and national norm group men and women by class level rating the service as extremely valuable (EV) or not valuable (NV).

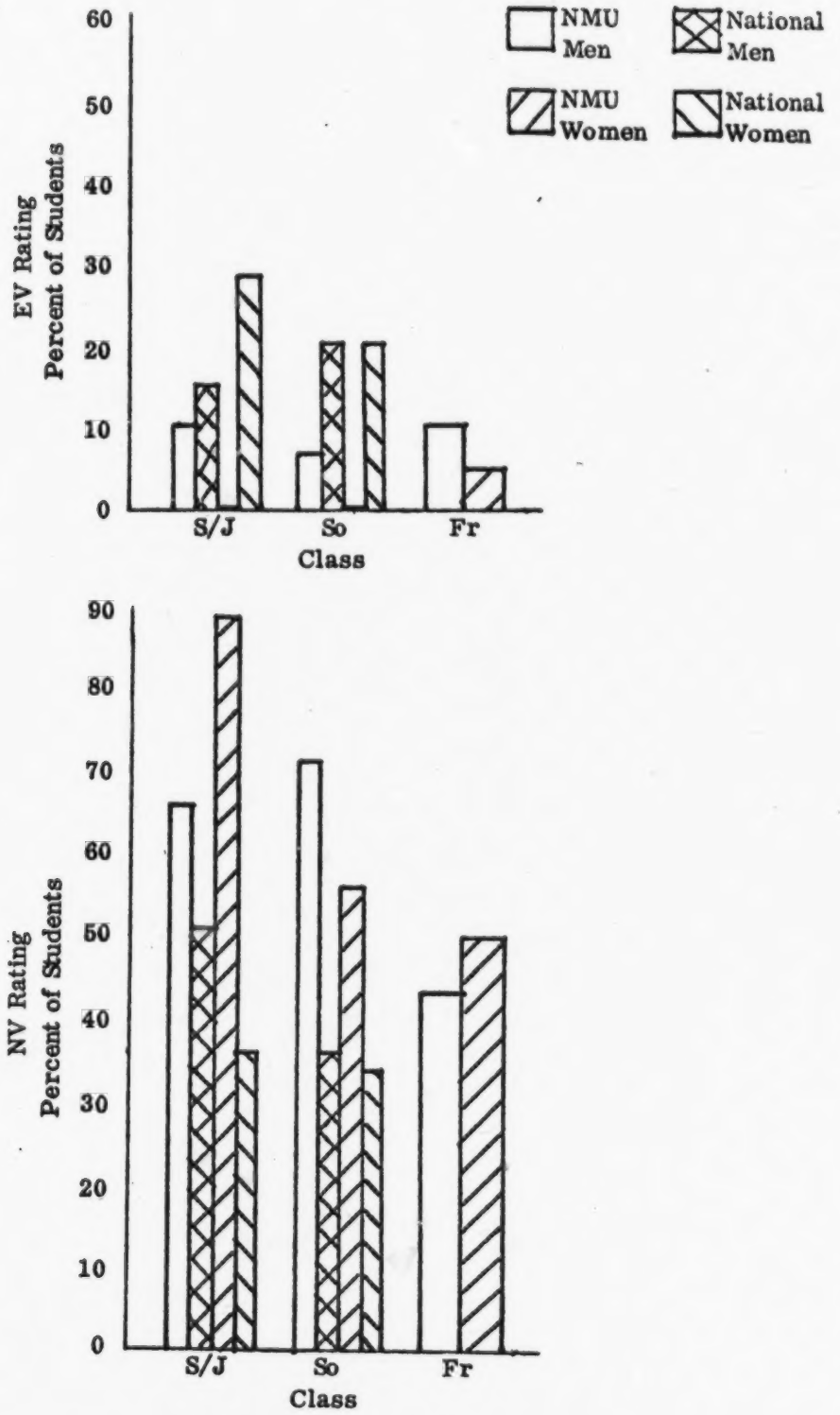

Fig. 3.2. Student reactions to college services: Developmental education. Percent of NMU and national norm group men and women by class level rating the service as extremely valuable (EV) or not valuable (NV).

Academic Advising

NMU seniors/juniors view academic advising as slightly more valuable than do students in general. Sophomores are divided with men below the national norm and women just above the norm. A higher percentage of the sophomores view the service as not valuable. Analysis of the data in terms of the subgroups indicates a rating of "extremely valuable" by 20% of the students in the grouping and a rating of "not valuable" by 40% of the students.

Counseling

Except for sophomore men, NMU students indicate that the counseling service is more valuable than does the national normative group. Women living in an apartment or room appear to rate this service higher than any other group. A lower percentage of men living with parents than the corresponding women view the counseling service favorably. The remaining subgroups are quite consistent in rating this service.

Financial Needs

Students generally do not consider the financial needs service on the NMU campus as valuable as do the students in the normative sample. The percentage of men rating the service "extremely valuable" is consistently lower than women in all of the groupings. Upper peninsula students tend to rate the financial needs service higher than do the other students in this group.

Extracurricular Assistance

Extracurricular assistance is generally not rated very positively at the local or national level. Several subgroups, viz,; sophomore women, men living in an apartment or room, and students from out of state have no indication of value for this service.

Orientation

Seniors/juniors tend to be consistent with the national norms when looking back on the value of orientation. Sophomores at NMU, however, are lower than the normative group for this scale. Although orientation receives little extremely positive support, there would appear to be a fairly high percentage that indicate the service to be of some value.

Housing Selection

NMU students do not follow the national norms very closely when evaluating the housing selection service. The students appear to be quite dissatisfied with the service.

Housing Advisory

NMU students are more in line with the national norms on the housing advisory service.

Health

The health services are generally rated in line with the national norm. The only exception seems to be sophomore women who indicate a larger percentage rating this service as not valuable. Over all of the groupings men typically rate the service higher than do women.

Developmental Education

NMU students rate the developmental education service considerably below the national norms. Both men and women in several groups have no one rating this service extremely valuable, and for most of the groups the majority of students rate it as not valuable. A majority of students in all groups indicate that they did not use the developmental education service.

Special circumstances certain colleges will suggest particular scrutiny of the students' responses to these services (new dormitories or a health center under construction, for example). Counseling and advising have assumed increasingly important roles in the total college program. These areas may be more elusive of measurement than attitudes toward the provision for physical needs. National norms are particularly helpful in giving a proper perspective to the reactions presented on this section of the survey. For example, suppose that only half of the total students viewed faculty advising as "extremely valuable." By itself, this statistic might be disheartening. However, when viewed in comparison to national norms, one realizes that the local evaluation is quite good by comparison. It will be valuable to note whether certain student groups are conspicuously more or less satisfied with particular services than are other groups.

Figure 3.3: Student reactions to selected policies, practices, and facilities. Some of the unrest that is prevalent on many college campuses today comes about as students strive to present their views to college administrators and faculty. These views are usually presented as "gripes." This part of the survey provides a means of identifying some of those "gripes" before they get out of hand. It also provides a vehicle for assessing the parts of the college the students feel good about.

In the series of questions presented to students in this part, items have been grouped together and categorized as "academic matters," "rules and policies," and "nonacademic facilities and programs."

Students were asked to: Indicate their opinions (of these items) as they apply to their college by marking (1) agree, (2) partly agree and partly disagree, (3) disagree, or (N) no opinion. The responses were tabulated and are presented in this part in terms of the percentage of students who "agree" that the item describes Northern.

Part One of Figure 3.3 relates to academic matters. Students responded to these items:

45. Laboratory facilities for the physical sciences are adequate.
46. Laboratory facilities for the biological sciences are adequate.
50. Examinations are usually thorough and fair.
51. Library materials are easily accessible.
52. Instructors are generally available for assistance with classwork.
53. Adequate provision is made for gifted students (e.g., honors program, independent study, undergraduate research, etc.).

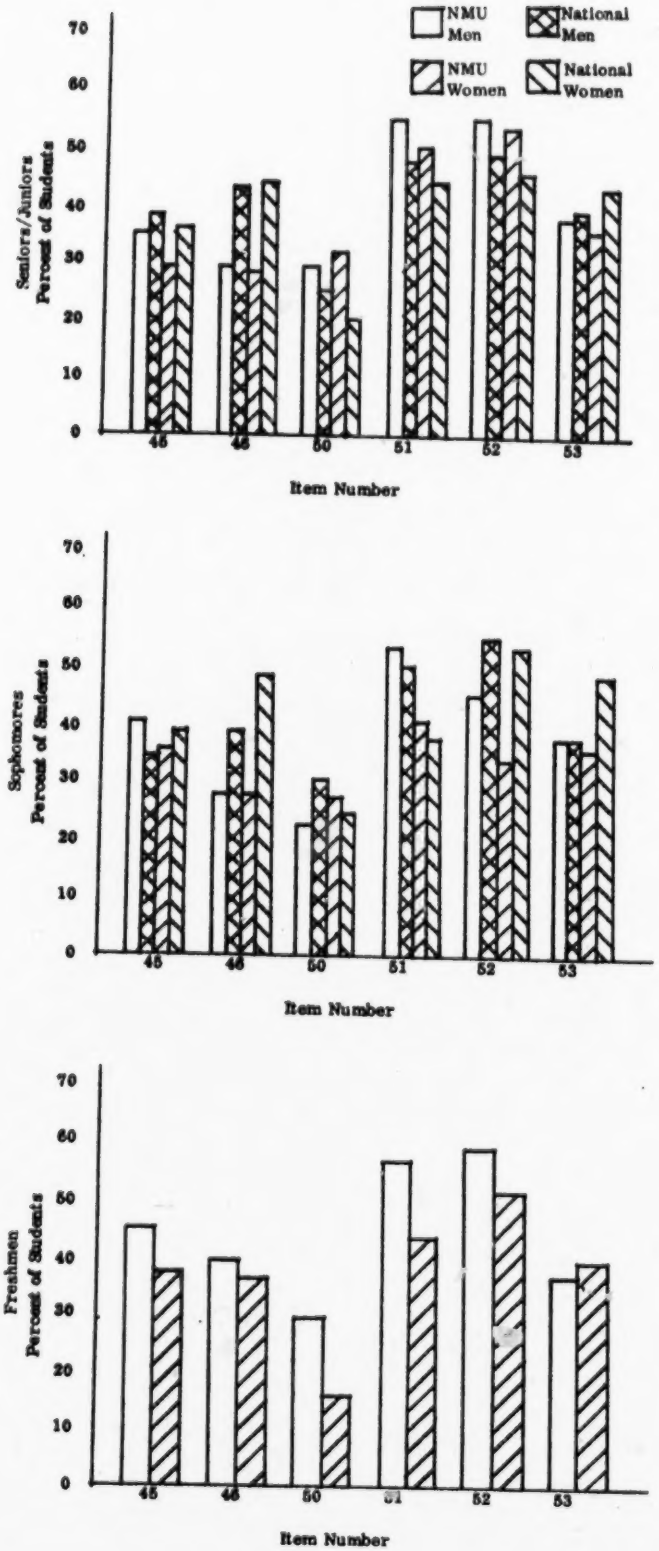

Fig. 3.3. Student reactions to selected policies, practices, and facilities. Part One: Academic matters. Percent of NMU and national norm group men and women by class level agreeing with each item.

NMU seniors/juniors are slightly below the normative group in agreeing that adequate provision is made for gifted students and that the physical science labs are adequate. This group is considerably below the norms concerning the adequacy of the biological science labs. Fairness of exams, accessibility of library materials, and availability of instructors all rate higher than the national norms. The sophomores generally are in agreement with the seniors/juniors group. They do, however, rate fairness of exams and availability of instructors below the national norms. Freshmen seem to be in line with the upperclassmen but usually a slightly higher percentage of them express agreement on academic matters.

According to the grouping by college residence, a higher percentage of students living with their parents tend to agree that the statements concerning academic matters describe NMU than do those living in residence halls or apartments or rooms. Two exceptions occur, however, for women in the apartment or room subgroup. A greater percentage of these women seem to feel that exams are usually thorough and fair and that instructors are generally available for assistance. Students grouped by home location finds a lower percentage of women from out of state as opposed to Michigan students who agree that exams at NMU are thorough and fair. Also, a larger proportion of upper peninsula men agree that the library materials at NMU are accessible. Very little difference is noted among men in the various GPA groupings in the evaluation of academic matters at NMU. Women, however, at the higher GPA levels tend to express more agreement that the statements concerning academic matters describe NMU. (See Table 3.3, page 72.)

Part Two of Figure 3.3 relates to rules and policies. Students responded to these items:

42. The regulations governing student conduct are constructive.
43. Rules governing the invitation of controversial speakers are reasonable.
49. Regulations governing academic probation and dismissal are sensible.
54. Students have ample opportunity to participate in college policy-making.
56. Housing regulations (living in apartments, off-campus rooms, etc.) are reasonable.
57. Disciplinary procedures and policies are fair.

NMU seniors/juniors agree very closely with the national norms in evaluating the constructiveness of the regulations governing student conduct and the sensibility of the regulations governing academic probation and dismissal. Senior/junior men seem in line with the norm on the evaluation of student involvement in policy-making; whereas a lower percentage of NMU senior/junior women than their corresponding norm feel that students have ample opportunity to participate in college policy-making. Lower percentages of NMU seniors/juniors than the national norms agree that rules governing the invitation of controversial speakers are reasonable, that disciplinary procedures and policies are fair, and that housing regulations are reasonable. Evaluation of housing regulations is considerably below the norm with only a small percentage of students agreeing that the regulations are reasonable. Sophomores indicate a similar pattern; however, a smaller percentage of NMU students express agreement on each of the statements than students nationally. The evaluation of the statements by freshmen follows the same trend as that of their upperclass peers.

Some differences occur in student evaluations of rules and policies in the analysis of the data by college residence. A greater percentage of women living in

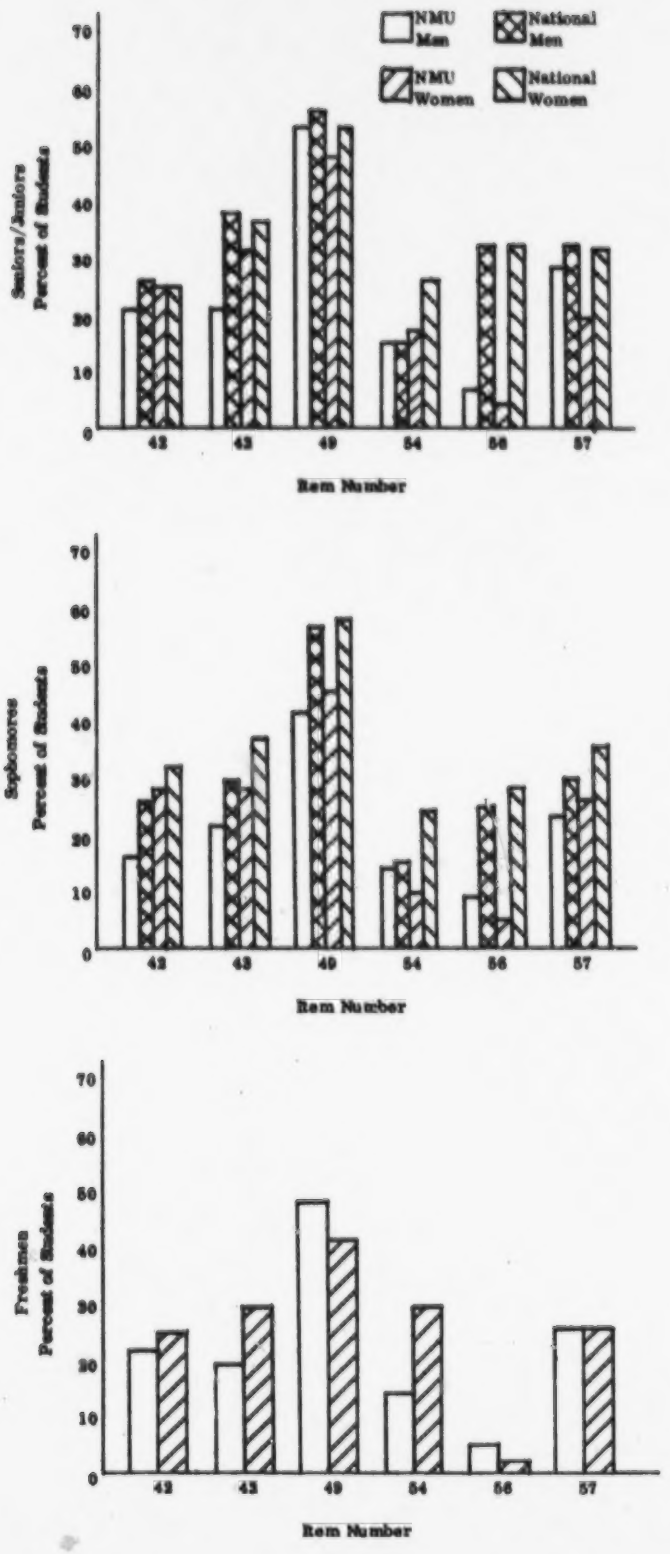

Fig. 3.3. Student reactions to selected policies, practices, and facilities. Part Two: Rules and policies. Percent of NMU and national norm group men and women by class level agreeing with each item.

apartments or rooms agree with the student conduct regulations than do students in the other subgroups. Women living with their parents agree considerably more with the local regulations governing academic probation than do the women in the other residence subgroups. Women in the above groups also consider disciplinary procedures and policies to be fair. Very few differences appear among students from various home locations in the manner that they view Northern's rules and policies. A noticeable difference does appear among women with a somewhat larger percentage of lower peninsula women agreeing with the statement that students have ample opportunity to participate in college policy-making. The grouping of the students by GPA yields areas of comparison. A reversal appears between the percentage of men and women across the GPA subgroups when evaluating academic probation. A greater percentage of high GPA men express agreement with the probation policies of the university than low GPA men. The opposite of this is true for women. High GPA women express more agreement that the rules governing the invitation of controversial speakers are reasonable. A greater percentage of high GPA men than low GPA men express agreement that the disciplinary procedures and policies are fair. (See Table 3.3, page 72.)

Part Three of Figure 3.3 relates to the nonacademic facilities and programs. Students responded to these items:

41. There is adequate provision for student privacy.
44. The campus newspaper gives a balanced presentation to controversial events.
47. The cultural program (lectures, concerts, exhibits, plays) is satisfactory in terms of quality and quantity.
48. Sufficient recreational opportunities and facilities (bowling, swimming, etc.) are available.
55. The college social program (dances, parties, etc.) is successful.
58. College food services are adequate in terms of quality, cost, and efficiency.

Recreational opportunities and facilities is the one area in the nonacademic facilities and programs that NMU students rate more positively than the national norms. Agreement that the campus newspaper gives a balanced presentation to controversial events is expressed by a higher percentage of local seniors/juniors than national. All of the other nonacademic facilities and programs receive less agreement locally than nationally.

Analysis by college residence yields very few differences. The greatest difference appears in the evaluation of the quality and quantity of the cultural program on campus. A larger percentage of students living with their parents than students living in residence halls express satisfaction with the cultural program. Home location indicates that a smaller percentage of out-of-state women agree that there is adequate provision for student privacy at NMU, that the campus newspaper gives a balanced presentation to controversial events, and that the cultural program is satisfactory. Out-of-state men also voice less agreement with the quality and quantity of the cultural program. GPA provides practically no differences among the subgroups in considering the nonacademic facilities and programs. (See Table 3.3, page 72.)

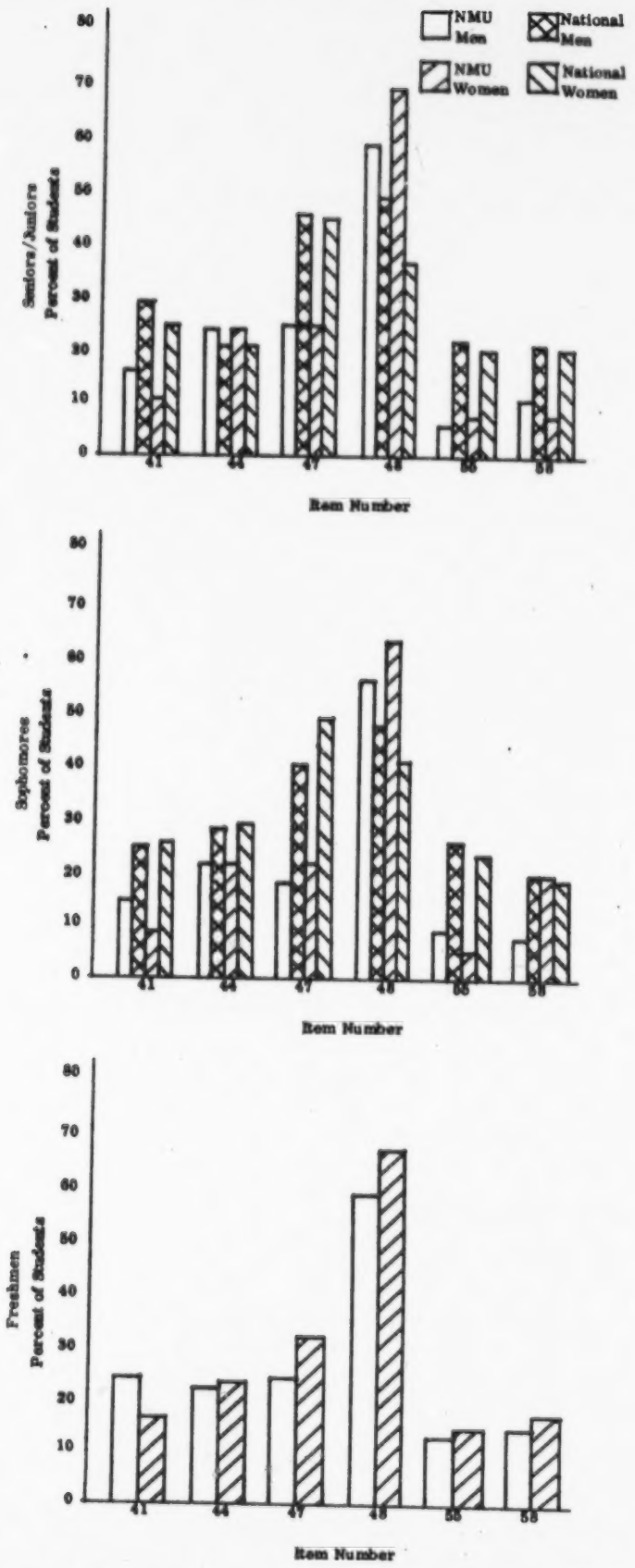

Fig. 3.3. Student reactions to selected policies, practices, and facilities. Part Three: Nonacademic facilities and programs. Percent of NMU and national norm group men and women by class level agreeing with each item.

In what areas are students expressing minimal positive reactions? As a rule of thumb, one might look for student unrest around those items where only 15 to 20 percent are expressing agreement--positive reactions. Can the students' opinions on some of these items be used to bolster administrative planning that is under way? Can the results of responses to some items (where local percentages exceed national norms) be selected and publicized to improve student morale? Do responses for certain subgroups imply that some student groups are more or less satisfied than other groups with particular aspects of the college?

Table 3.1
Student Reactions to Instructors
(Percentage of Students)

Items	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.99		2.00-2.99		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Part One: Class Conduct																		
Positive																		
84	9	6	16	5	12	11	12	9	8	6	5	0	12	7	9	7	11	8
90	52	49	55	37	60	43	54	46	54	54	55	52	54	53	56	50	49	42
92	24	27	16	26	24	43	20	32	25	21	23	43	20	28	22	33	22	25
Negative																		
87	6	5	2	0	4	0	4	2	5	4	5	13	2	1	4	4	7	6
91	15	12	6	16	16	11	13	9	17	10	0	17	18	8	11	9	18	17
Part Two: Student Involvement																		
Positive																		
80	67	56	59	53	64	73	66	58	66	53	73	52	70	56	71	57	56	53
82	7	8	6	5	6	8	8	6	4	7	5	9	0	4	6	9	11	8
Negative																		
89	5	7	6	0	10	0	6	3	7	7	5	13	4	2	5	4	12	11
93	15	12	12	11	10	5	14	8	13	12	9	22	12	8	13	12	15	13
Part Three: Teaching Style																		
Positive																		
86	12	6	2	5	10	3	9	4	10	10	14	4	14	8	8	5	11	6
88	21	24	33	37	26	32	26	23	19	25	27	9	14	22	26	23	22	19
Negative																		
81	12	22	16	16	22	11	14	15	16	25	23	22	10	14	11	18	28	25
83	4	3	0	0	2	0	3	2	3	2	5	9	0	1	3	4	3	2
85	4	3	0	5	6	0	3	2	3	2	0	4	0	3	2	2	7	2

Note. --The percentage of students refers to the percent of men and women rating the items as characteristic of a majority of their instructors.

Table 3.2
Student Reactions to College Services
(Percentage of Students)

Rating	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		>3.00		2.00-2.99		<2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Academic Advising																		
EV	20	19	15	17	11	25	18	19	19	24	9	14	20	21	19	22	16	17
NV	36	45	37	39	52	42	43	42	40	38	23	55	38	41	42	39	37	45
Counseling																		
EV	18	20	24	50	3	26	12	23	19	21	29	20	16	21	17	25	15	18
NV	42	44	41	17	64	47	51	42	43	37	36	60	50	47	44	36	52	44
Financial Needs																		
EV	21	35	28	50	24	41	33	45	15	32	22	23	34	44	21	38	29	32
NV	36	44	31	33	36	18	33	26	36	46	33	62	22	24	37	38	38	50
Extracurricular Assistance																		
EV	16	5	0	14	5	14	15	10	11	7	0	0	8	7	15	6	7	10
NV	41	41	64	43	52	43	49	39	42	39	42	58	42	33	44	47	47	38
Orientation																		
EV	17	12	15	6	15	14	13	11	16	14	30	11	10	13	19	9	9	16
NV	40	42	28	38	50	43	42	42	36	36	25	37	41	38	36	42	42	39
Housing (Selection)																		
EV	10	5	4	0	0	0	7	7	9	7	8	0	0	5	8	6	13	7
NV	63	54	78	67	89	50	66	51	64	58	62	69	74	51	62	61	67	52
Housing (Advisory)																		
EV	19	18	0	20	0	0	16	10	13	26	23	18	17	11	17	16	13	27
NV	40	44	88	60	67	25	50	37	42	49	46	35	58	54	38	40	58	33
Health																		
EV	20	13	24	6	25	31	20	15	19	13	26	0	29	15	19	11	17	11
NV	35	47	24	24	40	31	34	41	35	47	32	36	23	47	37	43	34	39
Developmental Education																		
EV	6	0	8	0	0	25	10	6	10	0	0	0	0	10	10	0	12	0
NV	55	56	69	0	67	75	59	61	59	53	50	75	67	60	62	63	50	55

Note.--The percentage of students refers to the percent of men and women rating the service as extremely valuable (EV) or not valuable (NV).

Table 3.3
Student Reactions to Selected Policies, Practices, and Facilities
(Percentage of Students)

Items	College Residence						Home Location						GPA					
	Res H		Apt/R		Parents		UP		LP		Other		> 2.99		2.00-2.99		< 2.00	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Part One: Academic Matters																		
45	44	34	31	33	45	43	41	35	40	34	32	30	46	40	39	34	40	25
46	38	30	22	28	35	41	35	34	30	30	27	26	36	35	30	33	36	25
50	29	22	24	44	31	32	29	31	28	22	27	4	40	29	28	28	22	13
51	53	42	61	56	63	65	64	51	51	39	41	48	54	45	58	51	56	38
52	54	50	59	61	65	46	55	51	57	47	50	48	52	51	58	50	50	42
53	38	35	35	33	37	51	38	39	35	37	45	30	36	38	42	38	28	33
Part Two: Rules and Policies																		
42	15	24	20	50	22	30	24	25	17	27	9	26	18	21	19	26	22	29
43	20	32	22	28	27	35	22	34	17	23	23	22	14	42	23	22	19	27
49	50	40	53	28	43	57	51	46	45	42	64	43	52	43	50	42	43	52
54	13	24	10	11	14	11	14	16	15	32	14	9	10	22	16	17	14	23
56	3	3	6	6	8	5	10	4	3	4	5	0	8	4	7	3	7	2
57	24	24	31	17	22	35	29	22	24	28	18	17	34	21	28	21	19	31
Part Three: Nonacademic Facilities																		
41	23	15	8	11	20	14	16	11	19	18	23	4	18	10	17	15	20	13
44	21	22	29	33	24	19	25	25	20	24	23	9	22	21	26	23	15	29
47	18	22	33	28	29	38	29	30	17	28	9	4	30	31	22	23	22	29
48	60	68	63	72	55	73	63	65	56	73	50	65	66	64	59	67	52	75
55	5	8	2	11	12	8	8	9	7	6	0	4	8	9	8	6	5	8
58	6	10	18	17	12	16	12	13	6	10	14	9	10	15	9	12	12	6

Note.--The percentage of students refers to the percent of men and women agreeing with each item.

Locally Developed Items

The section on locally developed items discusses the items developed by faculty, staff, and student groups at NMU. The results are presented in terms of the percentage of students who responded to each of the choices for the item. The number of students who responded to the item is also indicated. The questions (#224--#247) are presented in Figure 4.0 (see page 76). For purposes of the analysis of the local items, the questions were grouped into three sets. The responses to the items are given in Tables 4.1, 4.2, and 4.3 by sets (see pages 77, 78, and 79).

The first set of items (#224--#231) is concerned with the academic area. Approximately one-half of the students indicated a preference for a pass-fail grading system. Students were fairly evenly divided as to the importance of the common learn program. More men, however, seemed to feel the common learning courses were relatively unimportant; whereas, more women described the courses as fairly important. When asked about their plans for transferring, freshmen responded rather consistently to each of the choices across the continuum from definitely plan to transfer to do not plan to transfer. Sophomores responded with a 50% commitment to stay while for seniors/juniors the commitment reached 75%. Of those students who plan to transfer, the major reason given for transferring by men is that they felt they could get a higher quality of education elsewhere. More women selected personal reasons as being involved in their decision to transfer. Students who transferred to Northern from a community college seemed to feel that the community college prepared them fairly well for their work at Northern. Approximately 75% of the students felt that NMU was preparing them fairly well for a job or graduate school.

The second set of items (#232--#239) is concerned with various services on Northern's campus. Approximately one-half of the students indicated no interest in the

group experiences offered by the Counseling Center while one-third of the students were not involved in the groups but indicated an interest in participating. Two-thirds of the students at each class level indicated that they had heard of the Office of Placement and Career Planning but had not used its services. If a course or courses in religion were offered for credit, 70% of the students said that they would not or would probably not enroll. Of the students who used the Health Center, most of them rated the services received as fairly adequate. Two-thirds of the students said that they have experienced or observed no incidents which might have been reported to the Security Office. Required use of the library increased across class levels. While 50% of the freshmen were required to use the library for course work, approximately 75% of the seniors/juniors indicated required use of the library. About one-half of the students (slightly more freshmen) indicated a need to improve their ability to make effective use of the library. Men seemed to favor a published evaluation of each instructor; whereas women seemed to favor making the results available only to the instructor being evaluated and his department head.

The third set of items (#240--#247) is concerned with student life and government. More than one-half of the students were relatively unfamiliar or almost totally unfamiliar with the activities of the student government, and about one-half of the students did not know how adequately the student government represented the views of the students. About 40% of the students thought that the student government was controlled too much by the administration while 50% said they didn't know who controlled the student government. Student morale at Northern was considered to be about the same or somewhat lower than at other colleges and universities. The students indicated no opinion most frequently as to the control or responsibility for the Northern News. Between 75%

and 90% of the students felt that the rules limiting off-campus living were too strict. Residence hall students were asked to indicate whether or not they would be living off campus this semester if the university didn't require them to live on campus. Approximately 50% of the upperclassmen and 30% of the freshmen said that they definitely would live off campus. Two-thirds of the residence hall students rated the conditions for study in the residence halls as not very conducive or not at all conducive to study.

et 1: Questions 224 - 231

224. Which of the following grading systems do you prefer?
. Letter grades of A through F.
2. A numerical system which would allow any grade from 0 to 400 with 0 equivalent to an F, 100 to a D, 200 to a C, etc.
3. A percentage grade with designated percentages being equivalent to letter grades; for example, 95% or above = A, 85 - 94% = B, etc.
4. Pass or fail grades in all courses.
5. No preference.

225. Which statement best expresses your preference on pass-fail grades?
1. Get regular grades in all courses.
2. Permit student to elect to get a P-F grade in one non-major course each semester.
3. Permit student to elect to get a P-F grade in any or all courses outside major and minor.
4. Get P-F grades in all courses outside major and minor.
5. Get P-F grades in all courses.

226. Which statement best expresses your preference on pass-fail grading in Common Learning courses?
1. Get regular grades in all courses.
2. Permit student to elect a P-F option for one CL course each semester.
3. Permit student to elect a P-F grade in any or all CL courses.
4. Get P-F grades in all CL courses.

227. How important are Common Learning (general education) courses to your educational goals?
1. Very important.
2. Fairly important.
3. Relatively unimportant.
4. Of little or no importance.

228. Do you plan to transfer to another institution before completing your bachelor's degree?
1. Definitely plan to transfer.
2. Will very likely transfer.
3. May transfer.
4. Unlikely to transfer.
5. Do not plan to transfer.

229. If you plan to transfer or think you might transfer, which statement best describes your major reason for transferring? (omit if you do not plan to transfer)
1. Northern does not offer a degree in the area of my interest.
2. I think I can get an education of higher quality elsewhere.
3. Dissatisfaction with campus rules and regulations.
4. Personal reasons (closer to home, lower cost, to be with friends, climate).
5. I am not doing well academically.

230. If you transferred to Northern from a community college, how well prepared were you for your work at Northern. (omit if not a transfer)
1. Very well.
2. Fairly well.
3. Not very well.
4. Poorly.

231. In your opinion, how well is Northern preparing you for a job or graduate school?
1. Very well.
2. Fairly well.
3. Somewhat poorly.
4. Very poorly.

Set 2: Questions 232 - 239

232. Which statement best describes your contact with group experiences (study skills, personal growth groups) offered by the Counseling Center?
1. Have been involved and found it very valuable.
2. Have been involved and found it of some value.
3. Have been involved but found it of little or no value.
4. Have not been involved but am interested in participating.
5. Have no interest in participation.

233. Which statement best describes your experience with the NMU Office of Placement and Career Planning?
1. The service has been very valuable to me.
2. The service has been of some value to me.
3. Have used the service but found it of little value.
4. Have heard of the office but have not used it.
5. Have never heard of the office.

234. If a course or courses in religion were offered for credit would you enroll?
1. Yes.
2. Probably.
3. Probably not.
4. No.

235. If you have used the Health Center, how adequate were the services received?
1. Have not used services.
2. Very adequate.
3. Fairly adequate.
4. Somewhat inadequate.
5. Very inadequate.

236. Which statement best describes your experience with the Campus Security Office?
1. Have personally experienced (or observed) theft, loss of property, or other violations, reported this to the Security Office and received a satisfactory response.
2. Have reported such incidents to the Security Office but received an unsatisfactory response.
3. Have experienced or observed such incidents but have not reported them to the Security Office.
4. Have experienced or observed no incidents which might have been reported to the Security Office.

237. How often have you been required to use the library for course work this semester?
1. Very frequently.
2. Fairly frequently.
3. Somewhat infrequently.
4. Very infrequently.

238. Do you think you need to improve your ability to make effective use of the library?
1. Yes.
2. No.

239. Which statement best describes your opinion about student evaluation of their instructors?
1. Do not favor any type of evaluation.
2. Favor a published evaluation of each instructor.
3. Favor making results of evaluation available only to instructor being evaluated.
4. Favor making results available only to instructor being evaluated and his department head.
5. No opinion.

Set 3: Questions 240 - 247

240. How familiar are you with activities of the student government?
1. Very familiar.
2. Somewhat familiar.
3. Relatively unfamiliar.
4. Almost totally unfamiliar.

241. In your opinion, how adequately does the student government represent the views of the student body?
1. Very adequately.
2. Fairly adequately.
3. No opinion or don't know.
4. Somewhat inadequately.
5. Very inadequately.

242. Do you think that the student government is controlled too much by the administration?
1. Yes.
2. No.
3. Don't know.

243. How do you think student morale at Northern compares with other colleges and universities?
1. Quite a bit higher.
2. Somewhat higher.
3. About the same.
4. Somewhat lower.
5. Quite a bit lower.

244. Which statement best represents your opinion on control or responsibility for the Northern News?
1. Continue to be responsible to the Board of Publications and Communications.
2. Be responsible to the Governing Board of ASNMU.
3. Be completely independent of University sponsorship and financing.
4. No opinion.

245. Do you feel that the rules limiting off-campus living are too strict?
1. Yes.
2. No.
3. No opinion.

246. (Residence hall students only). If the University did not require that you live on campus do you think you would be living off campus this semester?
1. Yes, definitely.
2. Probably.
3. Probably not.
4. No.

247. How do you rate conditions for study in your residence hall?
1. Very conducive to study.
2. Fairly conducive to study.
3. Not very conducive to study.
4. Not at all conducive to study.

Fig. 4.0 Locally developed items (Questionnaire).

TABLE 4.1 RESPONSES (IN PERCENTAGES) TO FIRST SET OF SPECIAL QUESTIONS (LOCALLY DEVELOPED)

		CLASS						COLLEGE RESIDENCE						HOME RESIDENCE						GPA					
		MEN			WOMEN			MEN			WOMEN			MEN			WOMEN			MEN			WOMEN		
ITEM		Fr	So	S/J	Fr	So	S/J	ResH	Apt/R	Parents	ResH	Apt/R	Parents	UP	LP	Other	UP	LP	Other	≥2.85	2.00-2.84	<2.00	≥2.85	2.00-2.84	<2.00
224	CHOICE 1	20	23	21	18	28	29	19	24	18	20	37	22	21	19	36	28	18	22	32	19	19	29	28	08
	CHOICE 2	13	15	19	19	12	13	13	14	26	11	21	22	19	15	09	18	11	13	18	19	09	20	14	11
	CHOICE 3	05	04	07	04	07	05	02	12	06	04	00	08	08	03	09	06	02	04	06	06	03	04	06	04
	CHOICE 4	41	51	47	50	45	39	53	39	42	54	32	43	45	49	36	38	61	35	36	44	56	33	42	70
	CHOICE 5	21	08	06	09	09	13	13	10	08	11	11	05	08	15	09	10	07	26	08	11	12	13	10	08
	NUMBER	107	75	175	101	58	104	167	49	50	145	19	37	184	150	22	158	82	23	50	213	88	90	118	53
ITEM	CHOICE 1	22	21	28	19	17	28	17	31	34	16	21	27	30	17	36	27	16	13	32	25	21	26	25	09
225	CHOICE 2	07	05	03	06	09	10	06	04	04	06	05	08	06	02	14	11	04	04	06	04	05	08	10	04
	CHOICE 3	22	12	18	20	33	17	20	10	12	24	00	24	16	20	14	20	21	39	14	21	14	26	19	23
	CHOICE 4	20	17	18	21	19	15	19	24	14	21	32	14	14	25	09	19	16	22	18	21	14	19	16	21
	CHOICE 5	29	44	32	35	22	30	30	31	36	33	42	27	33	35	27	24	44	22	30	29	47	22	30	43
	NUMBER	107	75	174	101	58	104	167	49	50	145	19	37	183	150	22	158	82	23	50	213	87	90	118	53
ITEM	CHOICE 1	18	21	24	18	14	23	15	24	27	14	16	27	26	16	27	22	15	13	26	21	19	22	20	09
226	CHOICE 2	07	04	04	08	05	10	05	04	06	07	11	08	06	02	09	10	04	09	06	04	05	08	08	08
	CHOICE 3	24	17	20	26	36	16	25	16	10	30	05	19	19	22	27	22	23	43	18	23	17	29	21	25
	CHOICE 4	48	52	49	41	41	47	52	55	51	43	63	41	45	57	36	41	50	35	48	47	56	39	44	51
	CHOICE 5	04	05	03	08	03	04	03	00	06	06	05	05	04	03	00	04	09	00	02	04	03	02	06	08
	NUMBER	107	75	174	101	58	104	167	49	49	145	19	37	183	150	22	158	82	23	50	212	88	90	118	53
ITEM	CHOICE 1	06	07	07	12	12	10	07	04	06	10	05	11	09	04	09	09	16	04	06	07	05	09	11	13
227	CHOICE 2	33	28	35	40	36	45	33	43	30	39	37	46	34	31	36	41	45	26	34	33	35	40	44	36
	CHOICE 3	40	40	36	38	24	27	36	24	40	31	32	35	35	43	32	35	21	30	40	38	36	37	25	32
	CHOICE 4	21	23	21	08	26	18	20	29	22	19	26	05	22	20	23	13	17	35	20	22	22	13	18	17
	CHOICE 5	00	03	01	03	02	00	01	00	02	01	00	03	01	01	00	01	01	04	00	00	02	01	02	02
	NUMBER	107	75	175	101	58	104	167	49	50	145	19	37	184	150	22	158	82	23	50	213	88	90	118	53
ITEM	CHOICE 1	20	08	01	09	12	03	12	04	06	10	00	03	06	11	09	04	11	17	12	08	05	07	08	08
228	CHOICE 2	10	03	02	14	04	01	05	06	06	06	00	05	04	06	00	04	11	04	04	02	08	08	03	11
	CHOICE 3	30	15	05	26	07	03	16	04	18	18	00	11	14	13	27	11	17	09	12	13	21	06	14	23
	CHOICE 4	18	22	14	23	12	15	20	18	18	18	26	16	17	16	23	14	26	13	10	16	23	16	16	25
	CHOICE 5	22	53	78	29	65	78	47	67	52	47	74	65	59	55	41	67	35	57	62	60	44	64	59	34
	NUMBER	106	74	175	101	57	104	165	49	50	144	19	37	184	148	22	157	82	23	50	212	87	90	117	53
ITEM	CHOICE 1	27	19	23	15	12	29	20	50	24	15	00	27	25	24	25	20	15	17	10	24	28	18	21	12
229	CHOICE 2	33	38	40	25	32	25	36	25	40	27	20	09	46	28	17	23	29	33	65	39	19	21	30	27
	CHOICE 3	10	11	08	10	12	04	14	06	04	12	00	00	05	15	08	08	12	00	00	09	15	12	07	09
	CHOICE 4	26	22	27	42	44	36	29	13	28	41	60	55	19	31	42	43	37	50	20	23	32	45	39	39
	CHOICE 5	04	11	02	07	00	07	01	06	04	05	20	09	06	03	08	05	08	00	05	04	06	03	04	12
	NUMBER	84	37	48	71	25	28	92	16	25	82	5	11	81	75	12	60	52	12	20	98	47	33	57	33
ITEM	CHOICE 1	00	18	37	00	25	46	21	31	00	29	38	25	27	19	30	32	21	50	11	29	13	47	29	15
230	CHOICE 2	61	55	54	76	38	36	63	46	60	48	50	50	56	54	60	46	55	17	44	55	59	35	42	65
	CHOICE 3	27	05	06	10	25	10	12	08	20	10	13	25	04	20	00	15	10	17	22	07	22	00	18	15
	CHOICE 4	06	09	00	10	06	05	01	08	00	10	00	00	02	03	10	02	10	17	00	04	03	06	08	05
	CHOICE 5	06	14	03	05	06	03	03	08	20	05	00	00	10	03	00	05	03	00	22	05	03	12	03	00
	NUMBER	33	22	63	21	16	39	67	13	5	42	8	4	48	59	10	41	29	6	9	70	32	17	38	20
ITEM	CHOICE 1	08	10	13	11	15	14	13	07	04	13	05	18	09	13	11	16	09	09	13	13	06	18	11	09
231	CHOICE 2	75	76	74	74	62	77	76	74	84	70	89	74	80	69	68	74	67	77	74	75	72	72	73	72
	CHOICE 3	16	10	12	14	18	06	11	16	07	13	05	06	09	16	21	09	20	05	13	10	19	08	13	15
	CHOICE 4	01	04	01	01	05	03	01	02	04	04	00	03	02	02	00	01	04	09	00	02	04	01	04	04
	CHOICE 5	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
	NUMBER	99	71	156	91	55	99	160	43	45	135	19	34	166	140	19	147	76	22	46	193	81	83	113	47

TABLE 4.2 RESPONSES (IN PERCENTAGES) TO SECOND SET OF SPECIAL QUESTIONS (LOCALLY DEVELOPED)

		CLASS						COLLEGE RESIDENCE						HOME RESIDENCE						GPA					
		MEN			WOMEN			MEN			WOMEN			MEN			WOMEN			MEN			WOMEN		
ITEM		Fr	So	S/J	Fr	So	S/J	ResH	Apt/R	Parents	ResH	Apt/R	Parents	UP	LP	Other	UP	LP	Other	>2.89	2.00-2.89	<2.00	>2.89	2.00-2.89	<2.00
232	CHOICE 1	03	04	05	07	03	03	07	00	02	06	00	00	03	06	00	02	09	09	02	05	03	01	06	08
	CHOICE 2	13	11	10	07	10	07	14	04	12	08	16	03	14	09	09	06	11	04	10	11	14	03	07	17
	CHOICE 3	07	07	07	03	05	03	06	10	06	04	00	03	04	11	09	04	02	04	02	08	09	04	03	04
	CHOICE 4	36	31	34	33	38	26	35	41	30	34	26	24	32	37	32	29	34	35	32	33	35	30	34	28
	CHOICE 5	41	48	44	50	43	62	38	45	50	48	58	70	48	37	50	59	44	48	54	44	39	61	51	43
	NUMBER	107	75	175	101	58	104	167	49	50	145	19	37	184	150	22	158	82	23	50	213	88	90	118	53
ITEM	CHOICE 1	01	00	06	01	03	08	03	04	02	03	16	03	04	02	05	05	02	04	06	03	01	07	03	02
233	CHOICE 2	06	04	15	03	07	12	09	10	04	06	05	08	13	08	05	08	09	04	14	11	07	09	08	04
	CHOICE 3	04	05	05	07	09	08	05	06	02	08	00	08	05	05	05	07	10	04	00	06	06	08	08	08
	CHOICE 4	60	66	67	59	67	66	65	73	63	64	68	68	63	65	73	66	57	70	62	66	63	64	64	60
	CHOICE 5	30	24	06	30	14	06	18	06	29	18	11	14	15	20	14	14	22	17	18	14	23	12	16	26
	NUMBER	107	74	175	101	58	104	167	49	49	145	19	37	183	150	22	158	82	23	50	213	87	90	118	53
ITEM	CHOICE 1	07	08	11	12	12	10	09	08	14	12	05	11	09	08	23	13	07	09	16	07	11	10	11	11
234	CHOICE 2	18	23	17	35	31	29	18	14	14	33	37	30	18	21	09	26	38	30	16	19	17	36	27	36
	CHOICE 3	46	32	37	38	38	33	44	29	31	32	26	49	39	38	41	39	30	35	38	39	39	33	39	32
	CHOICE 4	30	34	34	16	17	28	28	47	39	23	26	11	34	33	23	19	23	26	30	35	30	19	23	21
	CHOICE 5	00	03	01	00	02	01	01	02	02	00	05	00	01	01	05	01	01	00	00	00	02	02	00	00
	NUMBER	107	74	175	101	58	104	167	49	49	145	19	37	183	150	22	158	82	23	50	213	87	90	118	53
ITEM	CHOICE 1	49	44	26	35	19	20	29	23	64	15	06	66	46	27	18	37	11	00	31	37	37	34	21	19
235	CHOICE 2	13	16	22	16	12	26	16	29	09	19	39	17	16	18	27	22	17	13	24	18	13	20	18	21
	CHOICE 3	16	19	34	22	30	36	29	31	13	29	44	09	21	30	27	23	33	57	24	27	23	25	33	27
	CHOICE 4	15	10	12	19	28	11	16	12	13	24	06	09	10	16	09	14	24	17	14	12	14	16	19	17
	CHOICE 5	08	11	06	08	11	08	10	04	00	13	06	00	06	09	18	05	15	13	06	06	14	05	09	15
	NUMBER	102	73	172	97	57	104	167	48	45	144	18	35	177	147	22	153	82	23	49	206	87	88	117	52
ITEM	CHOICE 1	07	10	09	07	07	12	13	06	04	11	11	14	07	11	09	07	10	22	10	10	06	08	08	12
236	CHOICE 2	07	18	20	09	24	15	16	27	13	14	16	08	13	20	09	14	18	09	10	16	17	16	15	13
	CHOICE 3	12	10	07	13	03	06	12	08	06	13	05	00	08	10	05	06	10	13	08	06	16	10	06	10
	CHOICE 4	73	63	64	71	66	66	57	58	77	61	68	78	72	58	77	73	62	57	72	67	59	67	70	65
	CHOICE 5	02	00	01	00	00	00	01	00	00	00	00	00	01	01	00	00	00	00	00	00	02	00	00	00
	NUMBER	104	73	173	100	58	104	166	48	47	145	19	37	179	148	22	157	82	23	50	207	87	90	118	52
ITEM	CHOICE 1	15	16	34	23	19	37	16	41	28	23	37	32	30	18	23	31	23	17	26	28	17	31	26	23
237	CHOICE 2	39	41	35	36	45	35	38	37	42	42	32	35	41	34	27	34	45	30	34	38	40	38	37	38
	CHOICE 3	33	30	23	30	29	16	37	16	10	23	21	24	16	42	27	27	20	26	32	26	30	28	21	25
	CHOICE 4	13	14	07	10	07	12	10	06	20	11	11	08	12	06	23	08	11	26	08	08	14	03	14	13
	CHOICE 5	00	00	00	01	00	00	00	00	00	00	00	00	00	00	00	00	01	00	00	00	00	00	01	00
	NUMBER	107	74	175	100	58	104	167	49	50	145	19	37	184	149	22	157	82	23	50	212	88	90	118	52
ITEM	CHOICE 1	62	55	51	56	36	48	59	55	52	47	44	62	57	56	36	53	45	30	58	51	64	48	49	46
238	CHOICE 2	36	43	47	44	62	52	38	43	48	53	56	35	42	42	64	47	55	70	42	48	33	51	51	54
	CHOICE 3	01	00	01	00	00	00	01	00	00	00	00	00	01	01	00	00	00	00	00	00	01	00	00	00
	CHOICE 4	01	01	01	00	02	00	01	02	00	00	00	03	01	01	00	01	00	00	00	00	02	01	00	00
	CHOICE 5	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
	NUMBER	107	74	175	99	58	104	167	49	50	145	18	37	184	149	22	156	82	23	50	212	88	90	118	52
ITEM	CHOICE 1	06	00	03	05	03	01	04	04	02	05	00	03	04	03	00	03	05	00	06	03	01	01	03	08
239	CHOICE 2	44	51	49	36	31	33	47	55	46	34	42	27	45	49	68	30	39	39	48	49	48	40	32	27
	CHOICE 3	11	11	14	13	17	13	16	12	04	14	16	14	15	09	14	15	12	17	14	13	11	12	14	17
	CHOICE 4	21	26	25	32	40	39	21	22	32	37	37	38	24	25	09	42	28	30	24	24	23	37	41	29
	CHOICE 5	19	12	09	14	09	13	13	06	16	10	05	19	12	13	09	11	16	13	08	11	17	10	11	19
	NUMBER	107	74	175	100	58	104	167	49	50	145	19	37	184	149	22	157	82	23	50	212	88	90	118	52

TABLE 4.3 RESPONSES (IN PERCENTAGES) TO THIRD SET OF SPECIAL QUESTIONS (LOCALLY DEVELOPED)

		CLASS						COLLEGE RESIDENCE						HOME RESIDENCE						GPA					
		MEN			WOMEN			MEN			WOMEN			MEN			WOMEN			MEN			WOMEN		
		Fr	So	S/J	Fr	So	S/J	ResH	Apt/R	Parents	ResH	Apt/R	Parents	UP	LP	Other	UP	LP	Other	>2.89	2.00-2.89	<2.00	>2.89	2.00-2.89	<2.00
ITEM 240	CHOICE 1	02	04	09	01	07	05	07	04	06	06	00	00	05	07	05	01	10	00	04	05	08	02	05	04
	CHOICE 2	20	34	30	25	26	33	29	33	14	32	21	24	23	34	18	24	35	35	26	29	26	19	32	37
	CHOICE 3	32	34	37	34	33	38	35	31	38	34	37	30	39	27	50	37	33	35	36	34	33	46	31	31
	CHOICE 4	46	28	25	39	31	24	29	33	42	27	42	43	33	32	27	37	22	26	34	32	33	31	31	29
	CHOICE 5	01	00	00	01	03	00	01	00	00	01	00	03	00	01	00	01	00	04	00	00	00	02	01	00
	NUMBER	107	74	175	100	58	104	167	49	50	145	19	37	184	149	22	157	82	23	50	212	88	90	118	52
ITEM 241	CHOICE 1	04	01	02	02	02	01	02	00	04	03	00	00	02	02	05	01	02	00	04	01	05	01	02	02
	CHOICE 2	15	23	20	15	16	26	19	12	10	25	11	19	20	19	14	15	30	13	18	20	17	13	20	29
	CHOICE 3	52	36	38	64	43	44	33	49	58	45	58	59	50	34	36	60	40	35	48	40	44	60	46	39
	CHOICE 4	19	26	22	13	22	25	31	14	16	17	26	16	16	27	32	18	20	35	12	25	22	21	19	22
	CHOICE 5	10	14	18	06	17	04	16	24	12	10	05	05	12	18	14	06	09	17	18	15	12	04	10	08
	NUMBER	107	74	175	99	58	104	167	49	50	144	19	37	184	149	22	157	81	23	50	212	88	90	118	51
ITEM 242	CHOICE 1	38	49	40	34	45	34	53	35	26	41	37	16	31	52	50	27	52	48	32	37	55	28	43	37
	CHOICE 2	03	05	15	07	03	07	08	14	06	08	00	05	12	05	14	06	06	04	12	11	03	07	06	06
	CHOICE 3	57	46	45	59	52	59	38	49	68	51	58	78	57	41	36	66	42	48	54	51	41	66	50	57
	CHOICE 4	01	00	00	00	00	00	01	00	00	00	00	00	00	01	00	00	00	00	00	00	01	00	00	00
	CHOICE 5	01	00	01	00	00	01	01	02	00	00	05	00	01	01	00	01	00	00	02	00	00	00	01	00
	NUMBER	107	74	175	99	58	104	167	49	50	144	19	37	184	149	22	157	81	23	50	212	88	90	118	51
ITEM 243	CHOICE 1	05	00	03	03	02	01	04	02	02	03	00	00	03	03	05	01	05	00	04	03	02	00	01	08
	CHOICE 2	06	11	13	09	14	07	10	08	08	08	05	08	15	07	00	10	09	04	12	11	08	09	08	14
	CHOICE 3	46	45	43	63	37	45	40	47	49	52	47	57	49	40	27	56	46	26	50	42	44	47	50	53
	CHOICE 4	30	36	30	18	37	34	35	33	31	26	32	24	25	36	55	24	33	43	24	31	35	34	30	18
	CHOICE 5	14	08	11	07	11	13	11	10	10	11	16	11	09	15	14	10	07	26	10	12	10	10	12	08
	NUMBER	107	74	174	99	57	104	167	49	49	144	19	37	183	149	22	156	81	23	50	211	88	89	118	51
ITEM 244	CHOICE 1	09	09	18	19	21	19	10	12	12	18	16	27	16	11	09	20	20	17	12	15	10	20	24	10
	CHOICE 2	21	18	16	12	16	21	19	12	24	19	16	11	18	17	23	15	23	04	14	19	17	14	16	18
	CHOICE 3	25	31	28	19	21	12	30	39	18	16	16	16	23	34	32	13	20	30	26	29	26	16	20	12
	CHOICE 4	44	41	38	48	41	43	40	37	46	44	53	41	43	37	36	48	37	48	48	37	44	46	37	59
	CHOICE 5	01	01	01	01	02	04	01	00	00	02	00	05	01	01	00	04	00	00	00	00	02	04	01	02
	NUMBER	107	74	175	99	58	104	167	49	50	144	19	37	184	149	22	157	81	23	50	212	88	90	118	51
ITEM 245	CHOICE 1	89	78	85	89	90	86	95	80	70	99	84	73	77	93	91	81	99	96	84	84	84	82	91	96
	CHOICE 2	07	15	12	07	05	05	03	16	24	01	16	11	17	03	09	09	00	04	12	12	09	08	04	02
	CHOICE 3	03	07	03	04	03	08	01	04	06	00	00	11	05	03	00	08	01	00	04	03	06	08	05	02
	CHOICE 4	02	00	01	00	00	00	02	00	00	00	00	00	01	01	00	00	00	00	00	01	01	00	00	00
	CHOICE 5	00	00	00	00	02	01	00	00	00	00	00	05	00	00	00	01	00	00	00	00	00	02	00	00
	NUMBER	107	74	175	100	58	102	167	49	50	145	19	37	184	149	22	155	82	23	50	212	88	89	117	52
ITEM 246	CHOICE 1	32	51	52	28	34	52	43	67	00	36	00	50	58	38	30	33	37	57	45	44	43	27	35	55
	CHOICE 2	23	16	22	19	29	24	25	00	00	25	00	00	18	25	15	25	22	19	24	20	23	25	22	23
	CHOICE 3	26	21	17	38	29	17	20	00	00	28	00	50	16	23	25	34	28	19	14	23	20	38	31	16
	CHOICE 4	18	12	09	13	07	07	12	33	00	10	00	00	06	14	30	08	13	05	17	12	13	10	11	07
	CHOICE 5	01	00	00	01	00	00	00	00	99	01	00	00	01	00	00	01	00	00	00	00	02	00	01	00
	NUMBER	82	43	89	78	41	58	165	3	1	144		2	67	126	20	80	76	21	29	124	61	52	81	44
ITEM 247	CHOICE 1	02	00	06	04	02	05	03	25	00	03	25	00	01	02	10	05	04	00	03	04	02	07	02	02
	CHOICE 2	35	30	30	33	12	16	31	00	00	22	00	00	26	36	25	23	24	10	31	29	39	19	25	21
	CHOICE 3	45	34	33	33	32	44	37	00	50	33	50	00	35	40	35	41	35	24	38	39	35	39	35	37
	CHOICE 4	17	34	31	29	54	36	29	75	00	41	25	00	34	22	30	29	37	67	28	29	21	35	37	40
	CHOICE 5	01	02	00	01	00	00	00	00	50	01	00	00	03	00	00	01	00	00	00	00	03	00	01	00
	NUMBER	83	44	90	76	41	64	166	4	2	144	4		68	128	20	82	78	21	29	126	62	54	84	43

Summary

Northern Michigan University students responded to a survey in the spring of 1971 which was aimed at assessing their views in three areas. (1) What are your educational and vocational goals and aspirations? (2) How do you see yourself progressing toward these goals? (3) What are you experiencing at college? Responses to items in these areas were reported for NMU students by class level (compared with national norms), college residence, home location, and grade point average.

The Self-Study Service Report for NMU showed a predominant choice of education as an academic major. Similar patterns of interest were shown in the vocational choices of the students. While a variety of vocational roles were chosen, the teacher-therapist role was especially popular. Over 70% of the senior/junior men and 80% of the senior/junior women expect to obtain a degree beyond the bachelor's. Apparent sex and class differences were noted in the importance of college goals. NMU men were below the national mean in academic, vocational, and social goals; whereas, NMU women were below on academic, social, and nonconventional goals. On the importance of vocational goals, however, NMU senior women were above the national mean.

Given this picture of student orientation, what accomplishments might be expected at NMU? In order to assess how students are developing toward these various goals, the survey looked at out-of-class intellectual pursuits, nonacademic accomplishments, and self-ratings of progress achieved toward selected goals. NMU students were very close to the national means in terms of their out-of-class intellectual pursuits. Men ranked the three areas in the following order from high to low involvement: social science, humanities, and science-math. Women ranked humanities as the area of

highest involvement followed closely by social science and ranked science-math considerably below the other areas. NMU students ranked themselves lower than students from similar universities in identifying their nonacademic achievements. The areas selected by the greatest percentage of NMU women were humanistic-cultural, social service, and social participation; for men the corresponding areas were leadership, social service, and social participation. NMU students showed similar trends to the national group in evaluating their progress toward goals; however, NMU students indicated less progress than did students nationally. The most positive gains for NMU women were recorded in personal development; while for men personal development and critical thinking rated high.

The ISS gave the students an opportunity to respond to their respective universities in terms of its services, faculty, administration, and other personnel. In viewing the manner in which classes are conducted, a high percentage of the students agreed that out-of-class assignments were reasonable in length and that instructors were organized. Students felt quite involved in class discussions, but they did not feel that they had a voice in determining the class objectives. Students didn't react very strongly in their evaluations of instructors' teaching styles. There was some indication of positive feelings toward the instructor making the classes somewhat personal by giving his opinions and experiences.

The two college services in which there was the greatest discrepancy from the national norms were the housing selection and developmental education services. A high percentage of students rated these services as "not valuable."

In the six statements relating to academic matters two items, the accessibility of library materials and the availability of instructors for assistance, were rated

positively by more than one-half of the students at NMU. Fewer students were in agreement that the biological lab facilities were adequate and that examinations were fair. The reasonableness of the housing regulations received very little support in terms of the evaluations of the NMU students; NMU students were considerably below the national norms. Approximately one-half of the students felt that the regulations governing academic probation and dismissal were acceptable. NMU students by far surpassed the national norms in their general agreement that sufficient recreational opportunities and facilities were provided. All of the other statements regarding nonacademic facilities and programs were rated low with most of them considerably below the national norms.